ERRORANALYSIS OF ENGLISH PRONUNCIATION AT 8th GRADE STUDENTS OF SMP ASTRA MAKMUR JAYA IN TIKKE RAYA.

A THESIS

submitted as partial fulfillment of the requirements for the degree of SarjanaPendidikan (S.Pd) English Department at the Teacher Training and Tarbiyah Faculty State Institute for Islamic StudiesPalu

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2020

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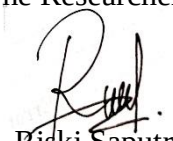

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ABSTRACT

Name : Riski Saputri
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Title : Error Analysis of English Pronunciation at 8th Grade Students of SMP Astra Makmur Jaya in Tikke Raya.

This study aims to analyze the error pronunciation skill of Astra Makmur Jaya Junior High School students. The specific purpose of this research is to identify the error pronunciation of words in English and find out what causes the error. The results of this study expected to provide practical benefits for the community concerned.

This research is a descriptive qualitative research which is a procedural study that produces descriptive data in the form of written words or words from people who can be observed. The subjects of this study were 8th grade students of SMP Astra Makmur Jaya. The researcher collected data by giving tests to students one by one, each student given the same test.

Researcher found that there were errors in pronouncing English vowels. The percentage of English vowel errors, as follows; / ə / 25,27%; / i / 2,26%; / ʊ / 4,61%; / ʌ / 15,38%; / ɪ / 12,22%; / e / 1,53%; / u: / 2,23%; / i: / 5,59%; / ɑ: / 5,76%; / æ / 0,76%; / ɒ / 3,07%; and / ɔ: / 1.53%. The results showed that the participants made three types of pronunciation errors; substitution, insertion, and omission.

Researcher suggest helping students by providing a lot of exercises and practices related to pronunciation and also increasing it for listening so that they can get used to using correct pronunciation.

Key words: analysis error, pronunciation

CHAPTER I

INTRODUCTION

This chapter copes with background, problem statement, objective of research, the significance of research, and definition of key terms.

A. Background

Language has an important part in our communication people need to communicate to each other. English as foreign language has been established as important in the world. As an international language, English is very important to make one become successful in mastering science and technology, which is why we still need English language. Communication is a process of teaching mutual understanding, in which participants not only exchange information, news, ideas, and feelings but also create and share meaning.

Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect ("correct pronunciation"), or simply the way a particular individual speaks a word or language. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as the duration of the cultural exposure of their childhood, the location of their

current residence, speech or voice disorderss, their ethnic group, their social class, or their education.[1]

Even though Indonesian students have been learning English for six until twelve years or more, they still could not express their thought in English correctly because there must be some reasons which bring failure of them in mastering English, especially in pronunciation. The failure originated from difficulties in learning foreign language is caused of the differences between the students' mother tongue and English as target language. That the differences make the students produce so many errors in pronouncing English. Brown state in relation with speech community finds that a second language learner meets some difficulties, because his first language affects his second language specially in adulthood, and this effect is a result of first language transfer; so it is a significant source of making errors for second language learners. As we know that pronunciation is one of three components of language that support the language skills. Teaching English pronunciation has a goal to create intelligibility in learner's speech when they are speaking. Intelligibility is needed when someone speaks a certain language. Speaker speaking must be understandable so the listener will understand toward what speaker talking about. At the time when the speaker has a good pronunciation in speaking, the communication is built between the speaker and the listener. A lot of errors made by the students

[1] Pengertian pronunciation. Https://en.wikipedia.org/wiki/Pronunciation. accessed 27 august 2019.

especially to produce English vowels and English consonant in initial and middle position. And the problem made by the students need to solve.

In this case the researcher found that the students problem when the researcher observed in one Junior High School. The researcher had asked the English teacher about the problem that students have, the English teacher said the problem of the students is in pronunciation. And then the researcher gave the student some word and they pronounce the word, the students only pronounce the word as they know. Base on the words that the students pronounce, it can be concluded that the students only try to pronounce the words did not based on the speaker. Based on the background above, the researcher formulated the title *Error Analysis of English Pronunciation at 8th Grade Students of SMP Astra Makmur Jaya*.

B. Research Questions

1. What kinds of errors made by the 8th grade students of SMP Astra Makmur Jaya in pronouncing English words?
2. What are the causes of error in pronouncing English words by the 8th grade students of SMP Astra Makmur Jaya?

C. Objective of Research

1. To investigate errors in pronouncing English words by the 8th grade student of SMP Astra Makmur Jaya.
2. To classify the cause of error in pronouncing English words by the 8th grade students of SMP Astra Makmur Jaya.

D. Significance of Research

The research is expected to have contributions for :

1. Teacher

   To help them to find out the students' difficulties in pronouncing English word in order to gain knowledge for teacher to teach their students well in english pronunciation.

2. Student

   They are able to know their weakness in order that be easily to solve them. They will learn from the mistakes they make in the pronunciation of words.

3. Researcher

   To increase knowledge of pronunciation. This research may be a reference for researcher who will conduct a similar research for the future time.

E. Definition of Key Terms

1. Pronunciation

   Pronunciation is refers to the way in which we make the sound of words.

2. Supra segmental feature

   A supra segmental is a vocal effect that extends over more than one sound segment in an utterance is like intonation, stress, and linking.

3. Segmental feature

   Segmental feature is the individual sounds (phonemes) of a language vowel and consonant.

4. Error analysis

   Error analysis is a way we identify errors that occur in second language learning to determine the level of difficulty of students in communication.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter present and describe various concepts and perspectives through literary reviews. In order to assist better understanding about the concepts, this chapter is divided into (A) Previous Related Studies, (B) Some Pertinent Ideas which consist of error analysis and pronunciation.

A. Previous Related Studies

In this study there were three related studies that discussed error analysis in pronunciation. The related study includes.

I Dewa Ketut Sidanes (2016) in their jurnal entitled *The Errors In Pronouncing Vowels And Consonants In Reading English Medical Text By The Second Year Students Of Stikes Bali*. The analysis shows that the students tended to produce the errors in pronouncing vowels /ə/, /ɪ/, /ʌ/, /i:/, /e/ and /ɔ:/; as far as consonants are concerned, the students tended to produce errors in /ʤ/, /θ/ and /ʧ/. The errors produced by the students resulted from the interference of the student's first language and competence in learning English.[2]

Julia Puascunder (2018) entitled *English Pronunciation Errors Made by Saudi Students.* The findings of this study reveal that Saudi students struggle and

[2] Ketut Sidanes, 2016, The Errors in Pronouncing Vowel and Consonants in Reading English Medical Text by the Second Year Students of Stikes Bali: jounalonline.

confuse mainly the vowel sounds with another one or two phonemes vowel sounds such as the /e/ with /i/, /ie/, /ae/; the /i/ sound with /ɛ, ai, ei, ai/; and the /a/ sound with the /e, ɛ, æ/. Also, the students have problems with missing sounds in Arabic such as the /p v/ sounds and often replace them with the /b f/ English sounds. In addition, the students completely missed the stress or intonations on two or more syllabi words and imitated the Arabic /r/ sound by added an extra stress on the English /r/ sound.[3]

Novalina and Fiber Yun (2016) entitled *An Analysis of Pronunciation Errors Made by the Fourth Semester Students of English Education Study at UNIKA*. The result from the recorded tape showed that there are 193 errors in pronouncing the consonants with the percentage 32%, 104 errors in pronouncing the vowels with the percentage 31% and 54 errors in pronouncing the diphthongs with the percentage 32 %. The pronunciation errors made by the students both in the oral and written test are due to the unfamiliarity with the words, lack of practicing English words and lack of understanding the phonetics and pronunciation subjects. [4]

[3] Puascunder Julia, 2018, English Pronunciation Error Made By Saudi Students: journalonline.

[4] Yun Fiber, Novalina, 2016, An Analysis of Pronunciation Error Made by the Fourth Semester Students of English Education Study at UNIKA: journalonline.

All the research findings above consist of to identify the kinds of error in consonant, vowel, and diphthongs only. Therefore the researcher in this research to investigate the error in supra segmental and segmental feature including intonation, linking, stress, vowel, and consonant.

B. Some Pertinents Ideas

In this chapter, the researcher has been explaining several theories through reviewing some literatures related to this study. This theoretical construct deals with two main areas: Error analysis and pronunciation.

1. Error Analysis

The study of learners' errors and analysis are called error analysis. According to Brown, "The fact that learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called error analysis.[5]

a. Definition of Error Analysis

Error analysis is a branch of applied linguistics. It is concerned with the compilation, study and analysis of errors made by second language learners and aims at investigating aspects of second language acquisition. James distinguish Error analysis from transfer analysis, which compares the learner's data with the

[5] H. Douglas Brown, Principles of Language Learning and Teaching, (New York: Pearson Education Company, 2000), p. 218.

respective first language, whereas error analysis compares the learner's data with the target language norm and identifies and explains errors.[6]

Learning a language is fundamentally a process that involves making mistakes or errors. The mistakes include vocabulary items, grammatical pattern, and sound patterns as well. Errors in a foreign language teaching especially in English are the cases which are difficult to avoid. Jeremy Harmer stated, "Errors are parts of the students' inter-lingual that is the version of the language which a student has at any one stage of development". The fact that the students make errors and these errors can be observed and classified led to a surge of the study of students' errors can be analyzed.[7]

In learning foreign language students often makes error, error that occur indicate that students have not mastered that rules of the foreign language that are they learning. Error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning,

[6]James, C. 1998. Errors in language learning and use: Exploring error analysis. New York: Longman..accessed 1 august 2019.

[7] H. Douglas Brown, 1994. Principles of Language Learning and Teaching, p. 259.

as an aid in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis.[8]

Davis and Pearse state that 'errors are integral part of language learning and not evidence of failure to learn'. Those errors should be analyzed because they give a contribution in understanding the process of language learning. From their errors, learners can get feedback which can be used to find new attempts to achieve the goal of learning. It contains information on strategies that learners use to acquire language and can play an important role in the study of foreign language.[9] Brown assumes error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.[10]

Based on the explanation above, error analysis is a way we identify errors that occur in second language learning to determine the level of difficulty of students in pronouncing word.

b. Kinds of Error

Corder states that errors are natural part of learning a language and can work as an insight into the tools and the process used to learn a language. One of the most important findings of errors analysis is that most errors occur by learners

[8] J.C Richards, Error Analysis: Perspective in Second Language Acquisition. Longman.1947.

[9] Paul Davies, Eric Pearse, success in English teaching (Shanghai: foreign language Education 2002), 103

[10] H.D. Brown, Principles of Language Learning and Teaching.(New Jersey: Prentice-Hall Inc, 1980), 166

drawing incorrect conclusion about the rules of the second language. He classifies the errors into four different categories. The categories are addition, omission, selection, and ordering.

1) Addition

Addition refers to the addition of any grammatical item or where some elements is present that should not be there. E.g. *The sparrows is flying. Here is the addition of morpheme “s” with sparrow that is not required. The true construction is: The sparrow is flying.

2) Omission

Omission occurs when the linguistic item that is required in the sentence is omitted or where some elements is omitted that should be present. E.g. *He go to school. Here the morpheme “es” is omitted that was required for the correct construction of the sentence.

3) Selection

Selection refers to the problem of wrong selection of the certain forms or where the wrong item has been chosen in place of the right one. E.g. I am biggest than her. Here, the superlative degree is used instead of the comparative degree and it is the example of wrong selection of the degree of adjective.

4) Ordering

Ordering refers to the wrong order of the words in the sentence or where some elements presented are correct but these are wrong in sequence.

E.g. He is a dear to me friend. Here the order of the sentence is incorrect and is becoming the reason of error.[11]

c. Causes of Error

Norrish classifies causes of error into three types that is carelessness, first language interference, and translation. The three types of causes of error will be discussed briefly below.

1) Carelessness

It is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.

2) First language

Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interference the new ones. This cause of error is called first language interference".

3) Translation

It is one of the causes of error. This happens because a student translates his first language sentence or Idiomatic expression in to the target language e word by word. This is probably the most common cause of error.[12]

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[11] Corder, S. Pit.(1981). Error Analysis and Interlanguage. Oxford: Oxford University Press.

[12] J. Norrish. Language learning and their error. (London: Macmillan publisher Ltd 1987). 21-26

2. Pronunciation

a. Definition of Pronunciation

Kelly explains that the pronunciation is when we use all the same organs of speech to produce the sounds in a particular way. Furthermore, pronunciation is the way in which a word is pronounced. Pronunciation is not an optimal extra for the learners anymore than grammar, vocabulary or any other aspect of language.[13] Kristina et al note that pronunciation is the act or manner of pronouncing words utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning.[14] On the other hand Hornby state that pronunciation is the way in which language spoken, the way in which the word pronounced, the way a person speaks the word of language.[15]

b. Problems of Pronunciation

There are several factors influencing the pronunciation. Those are, the first language interference by interference of mother language, learner's age, learner's attitude and psychological, prior pronunciation instruction, and the insufficient language knowledge of English phonology and phonetics. Most researchers agree

[13] Kelly. 2000. How to Teach Pronunciation. London: Essex Longman.

[14] Kristina et al. 2006. Pronunciation 1. Surakarta: Sebelas Maret University Press.

[15] Albert Sidney Hornby. 2000. Oxford Advanced Learners' Dictionary. New York: Oxford University Press.

that the learner's first language influences the pronunciation of the target language and is a significant factor in accounting for foreign accents. So called interference or interference from the first language is likely to cause errors in aspiration, stress, and intonation in the target language.

c. Element of Pronunciation

Yates point out a broad definition of pronunciation includes both supra segmental and segmental features. Although these different aspects of pronunciation are treated in isolation here, it is important to remember that they all work in combination when we speak, and are therefore usually best learned as an integral part of spoken language.[16]

As what has been stated in the importance of pronunciation that the speaker of English, native or non-native speaker, should be able to exchange meaning effectively. According to Burns it is important for the English speakers to achieve:

1) Intelligibility (the speaker produces sound patterns that are recognizable as English).
2) Comprehensibility (the listener are able to understand the meaning of what is said).

[16] L. Yates. (2002). Fact Sheet - What is pronunciation? Adult migrant English.

3) Interpretability (the listener is able to understand the purpose of what is said).[17]

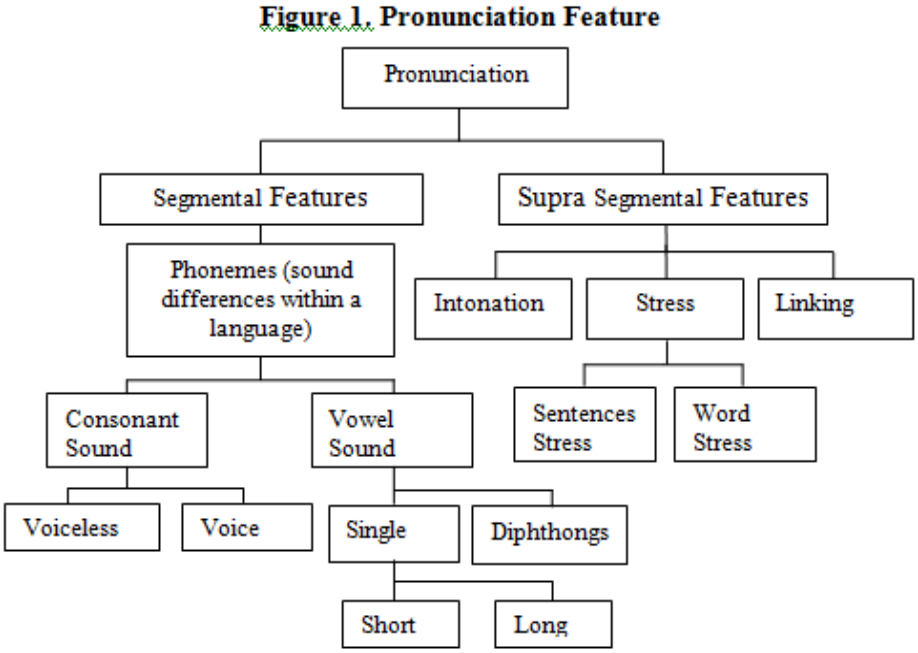

Figure 1. Pronunciation Feature

From the diagram above it can be seen that pronunciation involves two types of features they are the segmental features and the supra-segmental features. Knowing supra-segmental and segmental aspects of pronunciation is one of the criteria in order to make the learners learn easily. They also produce understandable and comprehensible meaning. Both supra-segmental and segmental features need to be learned because they are crucial in order to master pronunciation.

[17] Burns. 2003. Clearly Speaking Pronunciation in Action for Teachers. Sydney: The National Centre for English Language Teaching and Research Teachers. Macquire university.

1) Supra Segmental Features

Supra segmental feature as the name of applies are features of speech which generally apply to group segments or phonemes. The feature which are important in English are stress, intonation and how sound change in connected speech.[18]

A supra segmental is a vocal effect that extends over more than one sound segment in an utterance, such as pitch, stress, or juncture pattern. Supra segmental are important for marking all kinds of meaning, in particular speakers-attitudes or stances to what they are saying (or the person they are saying it to), and in marking out how one utterance relates to another (e.g. a continuation or a disjunction). Both the forms and functions of supra segmental are less tangible than those of consonants and vowels, and they often do not form discrete categories.[19] Here are three types of supra segmental features:

a) Linking

Linking is the merging of multiple words together until they sound as if they are only one word. Linking is an advanced topic for non-native speakers, but learning to correctly link words can result in significantly more fluid and fluent sounding English speech. Failing to

[18] Kelly, *op.cit.* page 13.

[19] Richard Ogden, An Introduction to English Phonetics. Edinburgh University Press,2019.

link words naturally results in spoken English which may have awkward pauses, extra, unnecessary sounds, and which will sound very foreign to native speakers.[20] For Example, when the [t] and [j] sounds assimilate, they merge into a [tʃ]. "don't you" →"donchou“ When the [d] and [j] sounds assimilate, they merge into a [dʒ]. "did you" → "dijou’’. In the phrase "this month," the [s] blends smoothly into the [m]. "this month" → "thismonth".

b) Intonation

Fraser state Intonation or change of pitch is crucial in signaling speaker meaning, particularly interpersonal attitudes. As we saw in the previous section, pitch changes are crucially linked with stress. Since into-nation patterns are language specific, learners will need to acquire new ones for English in order to avoid inappropriate transfer from their first language, and thus perhaps inadvertently causing offence.[21]

c) Stress

Kelly state all of words have each identifiable syllable, and one of the syllables in each word will sound lauder than the others. The syllable indicated with lauder sounds, are the stressed syllable. Each

[20]Linking in Phonetics (Linguistics). https://www.slideshare.net/Muhammad Asad353/ linking-in-phonetic-linguistic.

[21] Fraser H. Teaching pronunciation: A handbook for teachers and trainers. Canberra: Department of Education Training and Youth Affairs: http://www.detya.gov.au/ty/litnet/resources. htm (2001).

stressed syllable, in a word in isolation, also has change in the pitch, or the level of the speaker's voice, and the vowel sound in that syllable lengthened. Syllable can fall on the first, middle or last syllable of words.[22]

It might be concludes stress is pressure of word, the word consist of two or more syllable and every word has one stress syllable only.

There are two types of stress:

(1) Word Stress

In English every polysyllabic word has one stressed syllable. Every stressed syllable is emphasized. It can be longer, lauder, and higher in pitch then the others. It stands out from the others.

(2) Sentences Stress

Just as every polysyllabic word has one strongly stressed syllable, every sentence or clause has one syllable, that strongest stress.

2) Segmental Features

According to Fraser the sound system of English is made up of phonemes, or individual sounds which carry the potential to make

[22] Kelly, *op.cit*. page 13

meaning, and these may be vowels, diphthongs (combinations of two vowel sounds), triphthong (combinations of three vowel sounds) or consonants. These sounds are made using our tongue in different parts of the mouth.[23]

Segmental feature is the individual sounds (phonemes) of a language vowel and consonant. Spoken languages are the vowels and the consonants which combine to produce syllables, words and sentences.

1) Consonant

Davis Odden explains that term consonant is negatively defined, that is, sounds which are not vowels are consonants. There are 24 consonants in English, those are: p, b, t, d, k, g, f, v, s, z, ʃ, ʒ, ʧ, ʤ, θ, ð, m, n, ŋ, h, i, r, w, and j. Consonants are made by causing a blockage or partial blockage in the mouth, and these are usually described in terms: where the sound is made in the mouth, or place of articulation, how the sound is made, or the manner of articulation and whether or not the vocal cords vibrate, or voicing.[24]

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[23] Fraser, *op.cit.*, page 17

[24] David Odden. 2005. Introducing Phonology. New York: Cambridge University Press.

made, or the manner of articulation and whether or not the vocal cords vibrate, or voicing.

It can be one of the speech sounds or letters of the alphabet that is not a vowel. Consonants are pronounced by stopping the air from flowing easily through the mouth, especially, by closing, the lips or touching the teeth with the tongue.

(a) Voice

Voice sound is when the vocal cords vibrate. Your vocal cords, which are actually mucous membranes, stretch across the larynx at the back of the throat. By tightening and relaxing as you speak, the vocal cords modulate the flow of breath expelled from the lungs. An easy way to determine whether a consonant is voiced or not is to place a finger on your throat. As you pronounce a letter, feel the vibration of your vocal cords. If you feel a vibration the consonant is a voiced one. These are the voiced consonants: B, D, G, J, L, M, N, Ng, R, Sz, Th (as in the word "then"), V, W, Y, and Z.

(b) Voiceless

Voiceless sounds do not use the vocal cords to produce their hard, percussive sounds. Instead, they're slack, allowing air to flow freely from the lungs to the mouth, where the tongue, teeth,

and lips engage to modulate the sound. These are the voiceless consonants: Ch, F, K, P, S, Sh, T, and Th (as in "thing").

p	b	t	d	f	v	θ	ð
/pin/	/bæd/	/tɪn/	/dɔg/	/faiv/	/væn/	/θɪn/	/ðæt/
pin	bad	tin	dog	five	van	thin	that
m	n	ŋ	h	ʧ	ʤ	k	g
/mæn/	/nəuz/	/θɪŋ/	/ha:f/	/ʧə:ʧ/	/ʤæm/	/kaind/	/gʌn/
man	nose	thing	half	church	jam	kind	gun
s	z	ʃ	ʒ	l	r	w	j
/seɪ/	/zu:/	/ʃip/	/meʒə/	/leg/	/rʌn/	/wə:k/	/jes/
say	zoo	ship	measure	leg	run	work	yes

Figure 2. Consonant Sound

2) Vowel

According to Oxford dictionary vowel is speech sound in which the mouth is open and the tongue is not touching the top of the mouth, the teeth, etc.[25] Vowels are usually described in terms of: length, although remember that length depends on stress, and that even short vowels in English may seem rather long when stressed the position in the mouth in which they are made (in terms of their

[25] Oxford Dictionary (2000:483)

position from high to low and front to back) and the degree to which the lips are rounded, spreader neutral.

It might be conclude vowel is a speech sounds produce by humans when the breath flows out through the mouth without being blocked by the teeth, tongue, or lips.

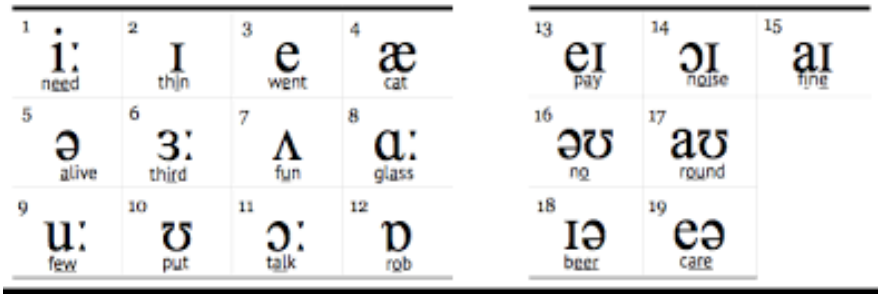

Figure 3. Vowel Sound

(a) Single,

Single vowel sound is any vowel that is not a diphthong. A single vowel can be short or long.

(1) Short vowel

This is the list of the short vowels in standard (RP) English:

/ɪ/ as in *ship*, **/ʊ/** as in *book*. **/e/** as in *egg*, **/æ/** as in *cat*, **/ʌ/** as in *cup*, **/ɒ/** as in *hot*

Schwa - /ə/ → The schwa is a special type of short vowel. It is a very "weak" sound that is never stressed. This means you

often find the schwa in words with more than one syllable. Here are some examples:

mother: /'mʌðə/ America: /ə'merɪkə/

(2) Long vowel

In the British English phonemic chart, long vowels are easy to recognize, because they have a colon (":") symbol after them. Some long vowels are basically longer versions of short vowels (like /ɪ/ and /i:/). Long vowels in English:

/i:/ as in sheep /**ɔ**:/ as in door /**ɜ**:/ as in learn

/u:/ as in boot /**ɑ**:/ as in car

(b) Diphthongs

Diphthong is two vowel sounds, one after the other. There is movement or "glide" between the two parts of the sound. For example, to say the /eɪ/ diphthong, like in the word "cake" (/keɪk/) first say /e/, then say /ɪ/ without stopping. Your mouth will move from the /e/ shape to the /ɪ/ shape. This is the "glide".

CHAPTER III

RESEARCH METHOD

This chapter discusses some important aspects related to research methodology. There are research method, place and time of research, subject of the research, the technique of data collecting, instruments of research, procedure of collecting data, and the technique of analysis data.

A. *Research Method*

This research is a qualitative descriptive research, namely data collected in the form of words, pictures, not numbers. 1 According to Bogdan and Taylor, as quoted by Lexy J. Moleong, research qualitative is a research procedure that produces data descriptive in the form of written or spoken words from people and observed behavior.[26]

Meanwhile, descriptive research is a form of research aimed at describing or describe the existing phenomena, either natural phenomena and human engineering.[27]

The purpose of descriptive research is to make descriptions in a systematic, factual, and accurate manner regarding the facts and nature of a particular population or area. This study was used to determine how the implementation of English language learning in SMP Astra.

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[26] Lexy. J. Moleong, Metodologi Penelitian Kualitatif, (Bandung: PT Remaja Rosdakarya, 2000), hlm. 3

[27] Lexy. J. Moleong, Metodologi Penelitian Kualitatif, hlm. 17

B. *Population and Sample*

1. Population

The population of this research was the 8th grade students of SMP Astra Makmur Jaya in Tikke Raya in academic year 2019/2020. The total of population is 70 students. Devided in 3 calsses.

2. Sample

In this research there are 13 sample. The researcher used non probability sampling that is accidental sampling. Sugioyono state accidental sampling is a technique of determining a sample based on chance, that is anyone who accidentally meets a researcher can be used as a sample if that person is deemed suitable as a data source.[28] In taking sample, the reseacher simply takes the nearest students as the subject of the research. As Guilford and Fructer from Calmorin & Calmorin, describe as incidental sampling which is applied to those sample which are taken because they are the most avaliable. [29]

C. *Place and Time of Research*

This research had been conducted at SMP Astra Makmur Jaya which is located at Makmur Jaya, Tikke Raya, Kabupaten Mamuju Utara, Sulawesi Barat.

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[28] Sugiyono 2009. Accidental Sampling, 85

[29] Calmorin, L. P. & Calmorin, M.A (2008) Research Methods and Thesis Writing (2_{nd}ed). Philippine: Rex Book Store.

The researcher was the alumni of the school. The school is also near with the researcher's house so it easy to do the research.

The researcher did the small observation at SMP Astra Makmur Jaya. The researcher asked some of the students how to pronounce word with their own. The students just pronounce the word as they know, not base on the native speaker.

D. *Subject of Research*

This research had been conducted on eight grade student of SMP Astra Makmur Jaya by focusing on Error Analysis of Pronunciation. The researcher chose only one class from 8th grade students for sample, to be analyzed in this research.

E. *Technique of Data Collection*

According to Arikunto are methods that can be used by researchers to collect data, which way shows in an abstract, cannot be manifested in objects which is visible to the eye, but can be demonstrated its use.[30]

In this research collecting data involve directly on the object of research to get data valid, the researcher used the following methods:

[30] Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktek, (Jakarta : PT. Rineka Cipta, 2002, Cet.XII), hlm. 134.

1. Observation

Observation can be defined as observing and recording systematically the symptoms that appear on the object of research. This observation used participatory observation, in which the researcher is directly involved with the daily activities of the person being observed or who is used as a source of research data.[31]

The researcher uses direct observation to know the classroom situation when teaching learning process, how the teacher taught in the class, and facilities that support teaching learning process. Also, the researcher asking the teacher about the student's difficult in learning English, especially in pronunciation.

2. Test

The test is a series of data collection techniques that researchers used in their research. The test used in this study was to provide reading material to the students in the form of a conversation test available on the learning device (hand book).

One by one student asked to come in front of the class to read the dialog tests that are available, to find out the types of errors that students make in reading the dialog text given by the researcher. Besides reading the

[31] Sugiyono, Metode Penelitian Pendidikan; Pendekatan Kuantitatif dan Kualitatif dan R&D , (Bandung: Alfabeta, 2006), hlm. 310.

text in front of the class. Before the students doing the test, the researcher gives a little explanation about the instruction for doing the test.

3. Interview

Interviews are conversations with intent two parties, namely the interviewer (interviewer) who asks the question and the interviewee (interviewee) who gave answers to questions.[32] In this case, the researcher used structured interview, where the interviewer sets the problem and the questions to be asked to seek answers to rigorously structured hypotheses.[33]

In carrying out interview techniques, the interviewer must be able to create good relationship so that informants are willing to work the same, and feel free to speak and be able to give actual information. Interview technique researcher use is structured that is by arranging some questions in advance which will be conveyed to the informant. This matter intended so that the talk in the interview is more directed and focused on the intended goal and avoid overly broad talk other. Than that also used as a general rule of thumb and can developed by researchers through questions that arise when the interview takes place.[34]

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[32] Lexy. J. Moleong, Metodologi Penelitian Kualitatif, (Bandung: PT Remaja Rosdakarya, 2000), hlm. 135.

[33] Lexy. J. Moleong, Metodologi Penelitian Kualitatif, (Bandung: PT Remaja Rosdakarya, 2000), hlm.138.

[34] Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktek, (Jakarta : PT. Rineka Cipta, 2002, Cet.XII), hlm. 203.

The researcher did the interview for the student and teacher also. Interviews for students are used to find out why they made these mistakes. Meanwhile, interviews with teachers are used to collect data on how the teacher taught the English subject, what methods they use, what obstacles they encounter in the classroom during the teaching and learning process.

The interview consist of 10 questions, 5 questions for students and for the English teachers 5 questions.

4. Documentation

Documentation, from the origin of the document that is means written items. In the implementation of the method documentation, researchers investigate written objects such as books, magazines, documents, regulations, meeting minutes, diaries and so on.[35] Through the documentation method, researchers use to explore data in the form of documents related to school history, facilities and infrastructure, documentary photos and so on.

F. *Instruments of the Research*

The instruments of the research are observation, test and interview. *First* the writer visited the school to conduct the research. Then, she was unstructured observation to know teaching learning process, the students' error in pronunciation. *Second* the researcher gave the test as the instrument of the research. The test will pronounce by the students one by one and the researcher

[35] Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktek, (Jakarta : PT. Rineka Cipta, 2002, Cet.XII), hlm.149.

will record that. *The last,* give interview for the students and the English teacher, the questions consist of 10, 5 question for the students and 5 more for the English teacher. To analyze the data the researcher use oxford dictionary, dictionary from John M. Echols and the researcher also use pronunciation application from smart phone.

G. *Procedures of data collection*

The data conllected through the following procedures, namely:

1. The researcher asked the students to read the text.
2. One by one of the students read the text, while the researcher recorded their voices and interview the students.
3. The researcher interviewed the English teacher.
4. Then, the researcher analyzed the data collected.
5. Recording with the camera.

H. *Technique of Data Analysis*

The technique of data analysis used by the researcher in this research is descriptive analysis technique (percentage), which is described in the table percentage, the formula as follow:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of error made

N = Number of samples which is observed[36]

Table 1

Kinds of Error in Pronunciation

No	Vowel		Consonant		Stress		Intonation	Linking	Word error
	Single	Diphthong	Voice	Voiceless	Word	Sentence			
1									
2									
3									
4									

Table 2

Range of Category

Categories	Number of Mistake in Percentage
Excellent	76-100 %
Good	51-75 %
Fair	26-50 %
Poor	0-25 %

[36] Anas Sudjiono, Pengantar Statistik Pendidikan, (Jakarta: PT. Raja Grafindo, 2006), p.

CHAPTER IV

RESEARCH FINDINGS

This chapter consists of research finding which include general description and kinds of error made by the students.

A. General description of SMP Astra Makmur Jaya

1. General history

   SMP Astra Mamkur Jaya founded in 01 july 2005, with a building area of 30.000 m^2. SMP Astra Makmur Jaya is a private school owned by the Astra Agro Lestari. Tbk company, under the guidance of PT. Letawa but this school is not only for employees' children but also for community children.

2. Vision and mission SMP Astra Makmur Jaya

   a. Vision SMP Astra Makmur Jaya

      To be a superior school, concerned with safety, an environment based on character education and entrepreneurship.

   b. Mission SMP Astra Makmur Jaya

      1) Create an environment that supports the implementation of the learning process
      2) Improve the quality and quantity of education and education personnel to meet the needs of school.
      3) Realize graduates who excellent inbelieve and attitude (Imtaq) quality, achievement, character, independent, skilled, creative, and innovative.

4) Involve stakeholders in the process of developing a school insightful home environment.

3. Geographical location of SMP Astra Makmur Jaya

SMP Astra Makmur Jaya address at jl. Afd. Delta PT. Letawa, Makmur Jaya, Tikke Raya Kabupaten Pasangkayu Sulawesi Barat 94362.

4. Teacher and Education

Table 3. Tenaga pendidik

No	Name	Date of Birth	Diploma		
			TKT	Department	THN
1	ADI DASUKI, S.Pd.I	Sumenep, 08-11-1986	S1	Pend. Agama Islam	2011
2	ARIESMANASSA TOLLA, S.Pd	Makale, 19-11-1979	S1	Pend. Bhs. Inggris	2005
3	ATIK DWI ASTUTY, S.Pd	Wawo Bima, 31-08-1984	S1	Pend. Fisika	2007
4	ABD. MAJID, S.Pd.I	Memben Lauk, 03-04-1983	S1	Pend. Agama Islam	2010
5	ANDI NIRMALA BASO, S.Pd	Somba, 05-11-1987	S1	Sendratasik	2010
6	WAHYUDI NUGROHO, S.Pd	Purworejo, 04-04-1985	S1	Tekhnik Eletronika	2006
7	NUR KUMALA, S.Si	Surabaya, 08-07-1980	S1	Matematika	2005

8	GEDE ARDIANTARA, S.Pd.Gr	Denpasar, 14-05-1989	S1	Pend. Ekonomi	2011
9	KURNIA LUKMAN HIDAYAT, S.Pd	Ambarawa, 20-04-1990	S1	Pend. Bhs. Ingris	2011
10	MAETI ARRUAN, S.PAK	Banga, 18-0-1986	S1	Pend. Agama Kristen	2011
11	DWI DARA SEPTI PUTRIANI, S.Pd	Menggala, 4-09-1994	S1	Pend. Kimia	2017
12	ALLIM SETIA NUGRAHA, S.Pd	Tanjung Uban, 04-10-1990	S1	Pend. Matematika	2016
13	GURUH BUDI NUJRCAHYO, S.Pd	Semarang, 8-05-1986	S1	Pend. Geografi	2009
14	NOVA FITRIANI, S.Pd	Malang, 2-02-1995	S1	Pend. Geografi	2017
15	JIAN MAYANG SARI, S.Pd	Jombang, 18-08-1995	S1	Pend. Kimia	2017
16	DADANG SUTANTO,S.Pd	Trenggalek, 16-09-1996	S1	Pend. Gegrafi	2018
17	BAHRI, S.Sos	Lebbae, 05-06-1969	S1	Administrasi Negara	1994
18	MA’RUF	Bonde, 04-06-1996		SLTA	2013
19	MUH. IRWAN				

a. Teacher

One important component in education process is the teacher. In the learning process, educators have an important role in relation to the success or failure of the learning process that it implements. Considering the magnitude of the functions and responsibilities of educators, each prospective educator is not only enough to capitalize a teacher's diploma, but must equip himself with a variety of skills that can support the implementation of the learning process, so that he an become a professional educator in carrying out his task.

b. Education

Education personnel have an important role in educational institutions, because they are aligned in making, management, regulation, filing, bookkeeping, and other important tasks.

5. Facilities and Infrastructure

Table 4. facilities and infrastruktur

No	Room	Less	Need	Total
1	Study room	0	13	13
2	Office			
3	Principal's office	0	1	1
4	Teacher's room	0	1	1
5	Library	0	1	1
6	Biology Laboratory	0	1	1

7	Language laboratory	0	1	1
8	Computer laboratory	0	1	1
9	Skills laboratory			
10	UKS	0	1	1
11	The Mosque	0	1	1
12	Student's toilet	2	6	4
13	Teacher's toilet	0	2	2
14	Warehouse	1	4	3

Facilities and infrastructure is one of the objects supporting the achievement of educational goals in the learning and teaching process. In the teaching process the teacher needs help in supporting learning activities. Beside the ability of teachers to manage learning activities, support from facilities and infrastructure is very important in helping teachers. More complete and adequate, facilities and infrastructure provided by schools will provide teachers in carrying out their duties as education personnel.

B. Research Findings

Based on the research conducted in SMP Astra Makmur Jaya, the researcher got the data from the reading tests by 13 participants of 8th grade students of SMP Astra Makmur Jaya. The tests result 13 recorded pronunciation performances. The recording processes take place in different time and situation.

1. The error in pronouncing English vowels

Richards state, Error is a term referring to a performance that takes place when the deviation arises as a result of lack of knowledge. An error arises only when there was no intention to commit one.[37] Mistake is derivations due to performance factors such as memory limitation, fatigue, and emotional strain. Fauziati states that if the learners are able to correct a fault in their output, it is assumed that the form their selected was not the one intended, and shall said that the fault is a mistake.[38]

In this research the researcher do not interfere the participant's performance. The participants pronounced the word as their own. According to the research, the researcher found some errors made by the student of SMP Astra Makmur Jaya in pronouncing English vowel weather it is short and long

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[37] J.C Richards, Op.cit.

[38] Fauziati. 2000. Reading on applied linguistics: *A Handbook for Language Teacher and Teacher Researcher.* Surakarta: Era Pustaka Utama.

vowels. For clear information, below are the table distributions of error of each description.

Table 5

Kinds of error made by student 01

No	Vowel	Occurencess	Error	Persentase
1	ʌ	7	1	14,28%
2	I	12	1	8,34%
3	u:	31	1	3,23%
4	ɑ:	4	1	25%

Table 6

Kinds of error made by student 02

No	Vowel	Occurencess	Error	Persentase
1	ʌ	7	2	28,57%
2	I	12	1	8,34%
3	u:	31	1	3,23%
4	ɔ:	5	1	20%
5	æ	20	1	5%
6	ɒ	10	4	40%
7	ə	36	3	8,34%

8	ʊ	15	1	6,67%
9	ɪ	70	1	1,43%

Table 7

Kinds of error made by student 03

No	Vowel	Occurencess	Error	Persentase
1	ɪ	70	1	1,43%

Tabel 8

Kinds of error made by student 04

No	Vowel	Occurencess	Error	Persentase
1	ə	36	1	2,78%
2	ɪ	70	1	1,43%
3	ɑ:	4	1	25%

Table 9
Kinds of error made by student 05

No	Vowel	Occurencess	Error	Persentase
1	ə	36	2	5,55%
2	I	12	1	8,33%
3	ʌ	7	1	14,28%

4	u:	31	1	3,22%

Table 10

Kinds of error made by student 06

No	Vowel	Occurencess	Error	Persentase
1	ə	36	4	11,11%
2	æ	20	1	5%
3	ʌ	7	1	14,28%
4	u:	31	3	9,67%
5	ɪ	70	2	2,85%
6	ʊ	15	4	26,66%

Table 11

Kinds of error made by student 07

No	Vowel	Occurencess	Error	Precentage
1	ə	36	2	5,55%
2	e	15	1	6,66%
3	ʌ	7	2	28,57%
4	i:	11	2	18,18%
5	ɪ	70	2	2,85%

Table 12

Kinds of error made by student 08

No	Vowel	Occurencess	Error	Precentage
1	ə	36	3	8,33%
2	e	15	1	6,66%
3	ʌ	7	1	14,28%
4	i:	11	1	9,09%
5	ɪ	70	1	1,42%
6	ʊ	15	1	6,66%

Table 13

Kinds of error made by student 09

No	Vowel	Occurencess	Error	Precentage
1	ə	36	2	5,55%
2	e	15	1	6,66%
3	ʌ	7	1	14,28%
4	I	12	1	8,33%
5	ɪ	70	2	2,85%
6	ʊ	15	1	6,66%
7	i:	11	2	18,18%

8	u:	31	1	3,22%

Tabel 14

Kinds of error made by student 10

No	Vowel	Occurencess	Error	Precentage
1	ə	36	2	5,55%
2	e	15	1	6,66%
3	ʌ	7	4	57,14%
4	ʊ	15	2	13,33%
5	i:	11	3	27,27%
6	u:	31	2	3,22%
7	ɑ:	4	1	25%

Table 15

Kinds of error made by student 11

No	Vowel	Occurencess	Error	Persentase
1	ə	36	2	5,55%

Table 16

Kinds of error made by student 12

No	Vowel	Occurencess	Error	Persentase
1	ə	36	1	2,77%
2	u:	31	1	3,22%

Table 17

Kinds of error made by student 13

No	Vowel	Occurencess	Error	Persentase
1	ə	36	1	2,77%
2	ʌ	7	1	14,28%

2. Types of error made by the students

This research found 92 total errors in pronouncing English vowel performed by 13 participants. The result show the participants performed substitution, insertion, and omission in their pronunciation. Below are classifications based on error arises in this research;

a. Substitution

The participants perform substitution in most of error cases. Noticeably, several causes involved the substitutions performed. In this

research reveal that there are four substitutions classified by its causes as follows;

1) Intralingual substitution

In interlingual error, I found several kinds of errors of students in pronouncing the words. They pronounced english words as a writtened. Below the displays vowel which are substance to intralingual substitution;

Table 18 Intralingual substitution

Vowel	Substitute	Error instance	Correct	Spelling
ə	ʌ	nʌʊ	/nəʊ/	Now
ʌ	ə	əs	/ʌs/	Us
u:	a:	na:dl	/nu:dl/	Noodle
ɑ:		kɜ:d	/kɑ:d/	Kard
ɪ	ə	ðə	/ðɪ/	The
i:	e	ezi	/i:zi/	Easy
e	i	Wil	/Wel/	Well
æ	e	ʌndə'stend	/ʌndə'stænd/	Understand

Likely, vowel /ə/, /ʌ/, /e/, and /ɪ/ are being the most problematic. The fact that, the vowel take over the most of the substitution which means that the problem lies in English spelling pronunciation mismatch. It is due to the different between English and first language system of the participants. Lack of knowledge is the

mainly reason of the participants runs against so many exceptions, which outweigh the rule.

The table above shows the most of the vowel are generalized by the participants. Like vowel /æ/ and /i:/ are generalized to /e/. By generalizing the spelling of letter ‘a’ in word such ‘understand’ /ʌndə’stænd/ and the second ‘a’ in ‘easy’ /i:zi/ as /ʌndə’stend/ and /Ezi/ in referring the /a/ in a word such ’many’ /menɪ/.

2) Interlingual substitution

The table below displays vowel which are substance to interlingual;

Table 19. Interlingual substitution

Vowel	Substitute	Error instance	Correct	Spelling
ɪ	e	eŋlısh	/ɪŋglɪʃ/	English
ʌ- ə	o	kolo(r)	/kʌlə(r)/	Color
ʌ	o	Lov	/lʌv/	Love
ə	o	noʊ	/nəʊ/	Now

This cases belong to interlingual substitution which is the substitution consider the Indonesian. The influence of first language spelling system mainly affects these substitutions. As known that, there is relationship between spelling and articulation in first language of the participants. Moreover most of the substitutions vowel /ʌ/, /ə/,

and /ɪ/ are unknown in first language system. Those the participants tend to pronounce the word regard as first language.

The participants commit spelling to sound in pronouncing the vowels. It is happen in the word such ‘love’, ‘now’ and ‘color’ pronounced with no doubt according to Indonesian spelling system like /lov/, /noʊ/, and /color/.

b. Insertion

Table below displays vowels which are substance to insertion;

Table 20. Insertion

Inserted vowel	Error instance	Correct use	Spelling
io	kwestʃion	/kwestʃən/	Question
ə	Stju:dənt	/stju:dnt/	Student

The vowel shown in the table above is being inserted by the participants the insertion mostly affected by firs language of the participants. They seem to insert assist vowel to help them to pronounce. For example, the insertion of /e/ in the word ‘student’ pronounce as /stju:dənt/ instead of /stju:dnt/. Sometimes it creates an additional sound by the participants.

c. Omission

Table below displays vowel which are substance to omission;

Table 21. Omission

Vowel	Error instance	Correct use	Spelling
əʊ	buɵ	bəʊɵ	Both

3. Cause of Error Made by the Students

a. Carelessness

This is due to the lack of student learning motivation, usually due to the presentation of material that is not attractive so that students are not enthusiastic about participating in the lesson. This Also caused by a lack of student curiosity so they ignore the lesson.

b. First language

Also the cause of a big error is their native language, when they use English they bring the habit of their mother tongue into English.

c. Translation

This usually happens as the result of a situation when the learners are asked to communicate something but do not know the appropriate expressions or structures in the second language.

d. Feeling scared

The biggest problems with pronunciation are fear and insecurity. They are too afraid to make mistakes in pronouncing a word or phrase that they think could embarrass themselves in public.

e. Most of them do not really like english song because they do not understand the meaning. So there are students who can speak english well and some are less, because those who often listen to english song they get used to the pronunciation and different from those who do not like english song.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Kinds of error made by the students

Pronunciation errors that occurred were not exclusively intended done by students. The percentage of English vowel errors, as follows; / ə / 25,27%; / i / 2,26%; / ʊ / 4,61%; / ʌ / 15,38%; / ɪ / 12,22%; / e / 1,53%; / u: / 2,23%; / i: / 5,59%; / ɑ: / 5,76%; / æ / 0,76%; / ɒ / 3,07%; and / ɔ: / 1.53%. The results showed that the students made three kinds of pronunciation errors; substitution, insertion, and omission.

2. Cause of error made by the students

Base on the researcher's assumption, those factors which could be considered to initiate the students to make errors in pronunciation are not only the student's first language, but frequency of English pronunciation practice is very lack, and the differences between English sound system with Indonesian sound system. There are certain reasons that explain why the errors can be happened when they are learning the language. If these errors are similar to the error that are made by learner who learning his or her first language, they are called intralingual error. Contrastively, if these errors are influenced by a learner's native language there are called interlingual error.

B. Suggestion

From the conclusion above, the researcher would like to purpose some suggestion as follow;

1. Firstly, for the researcher, since the research has lacked of knowladge and far from being perfect and there are another factors that influence student's pronunciation, the researcher expects that there will be another researcher who will investigate the other factor relating to English pronunciation. The researcher also hopes that research will be useful as a reference to other who will conduct and develop a similar study.
2. Secondly, the students should learn more and practice every time, more listening practice, and the students also suggested to pay attention to their study of English, especially in pronunciation, in order to improve their competence in speaking. By this research the students should be aware of their error and try to overcome their problem of difficulties faced.
3. Thirdly, the department as the decision makes for the system applying in English learning and teaching should undertake some improvement and remedy. There should be a regular meeting to discuss the teaching method which takes the occurrence of pronunciation errors in the classroom activities.
4. Last, the teacher or model of this subject must be build the understanding and provide information that there is a different phonological system between English and Indonesian, so that they do not just accept the pronunciation of a word but they understand why it should be pronounced that way

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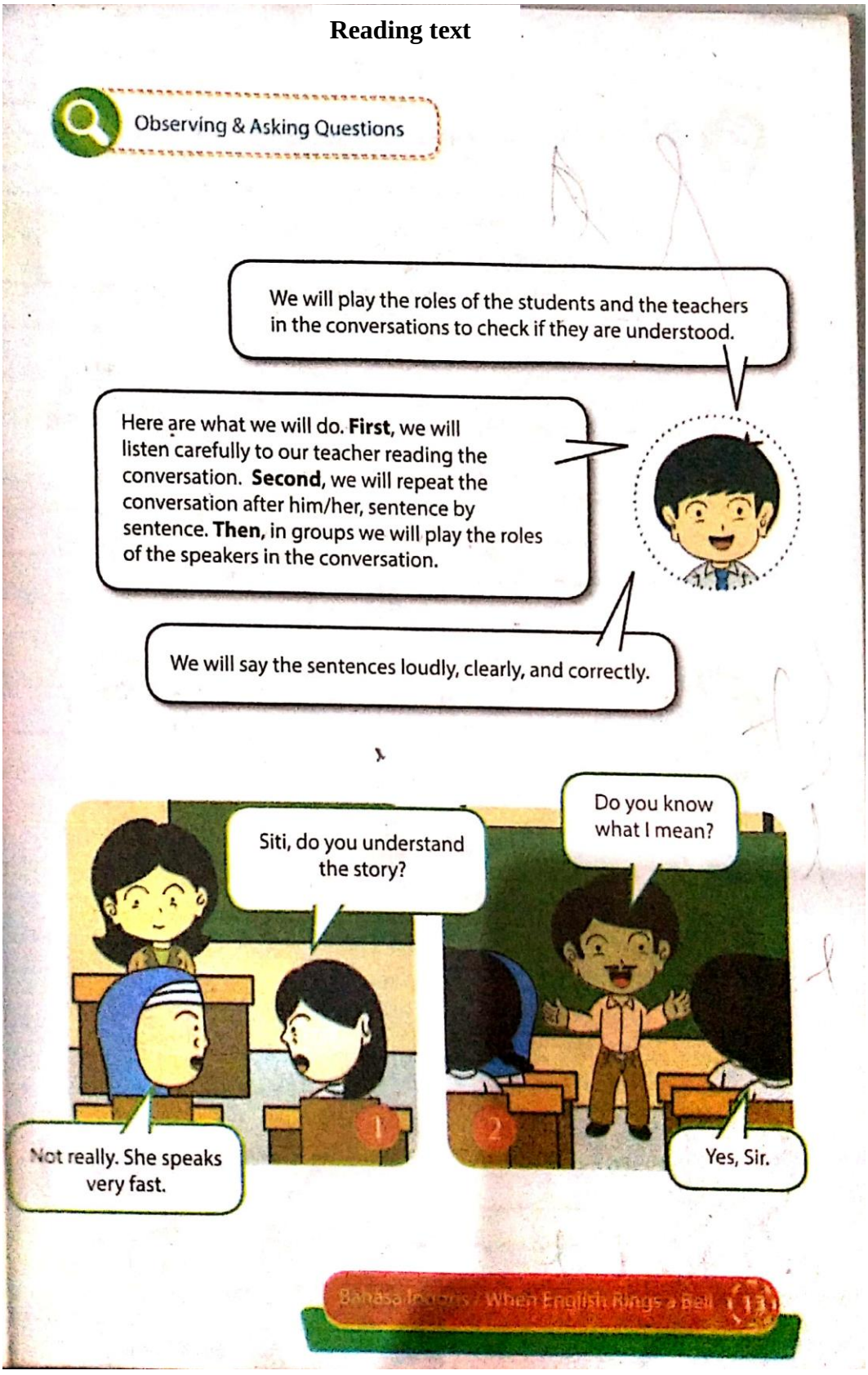
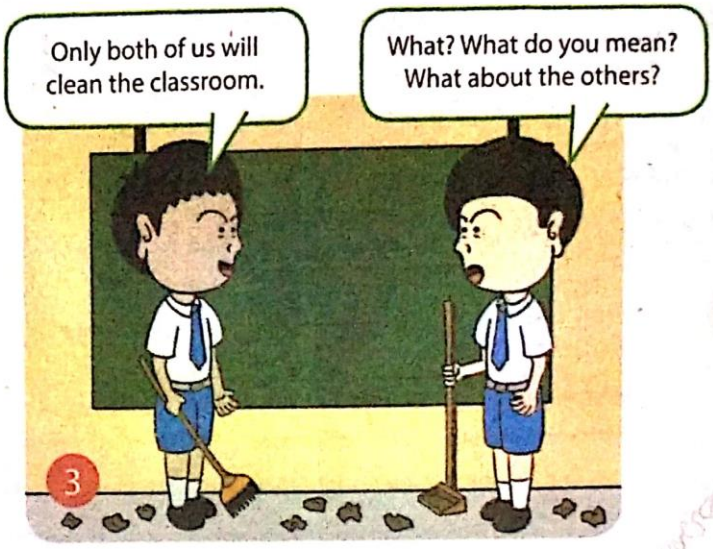
APPENDICES

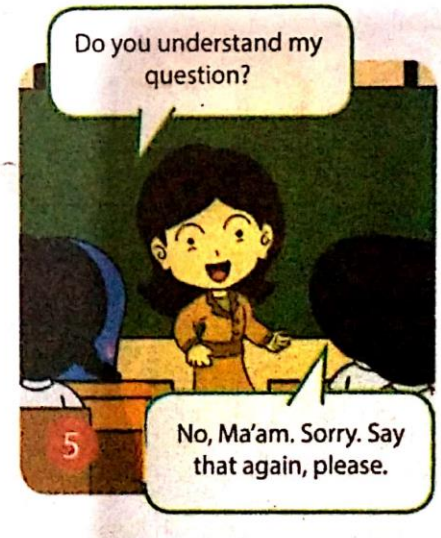
Appendix 1

Reading text



Observing & Asking Questions





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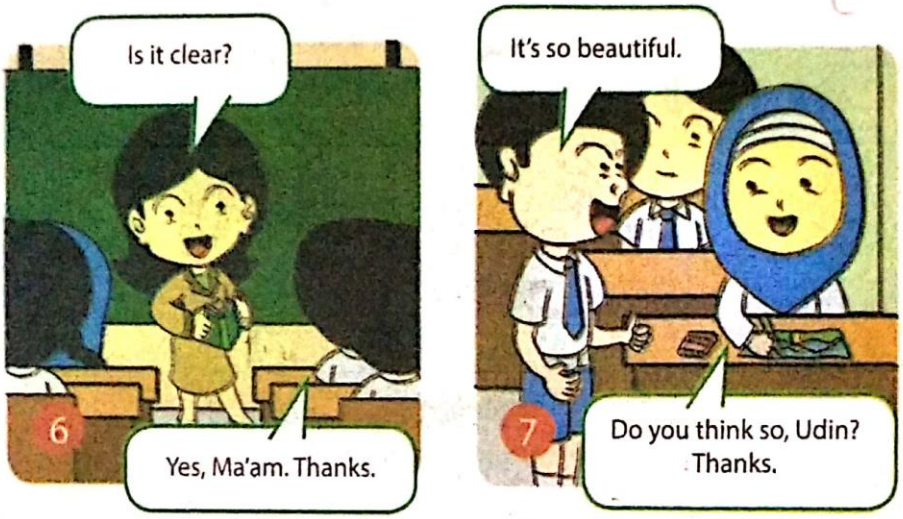
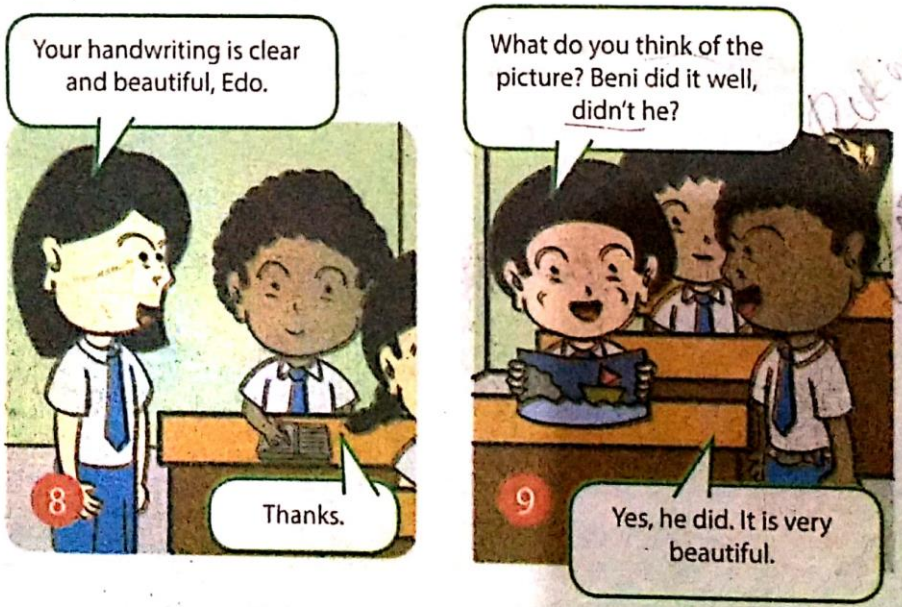
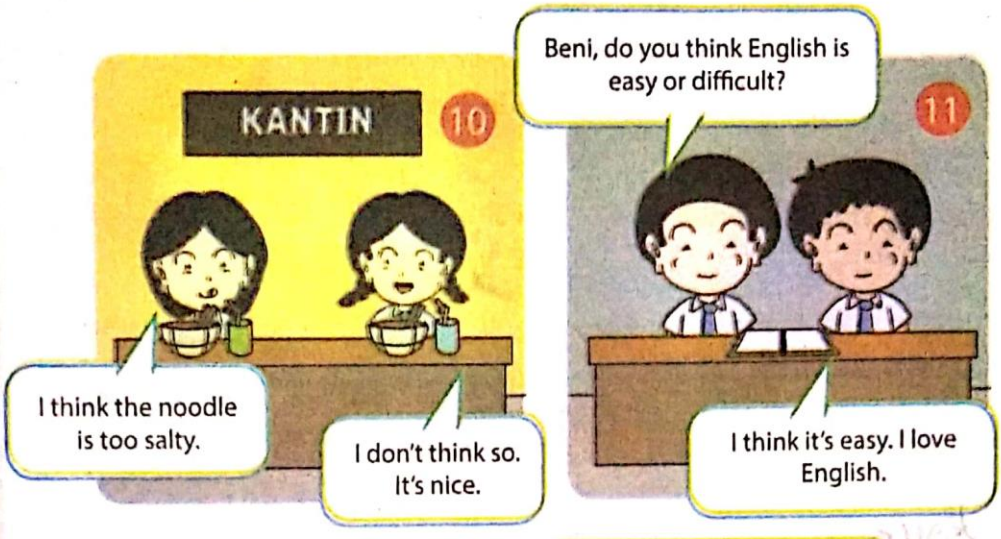
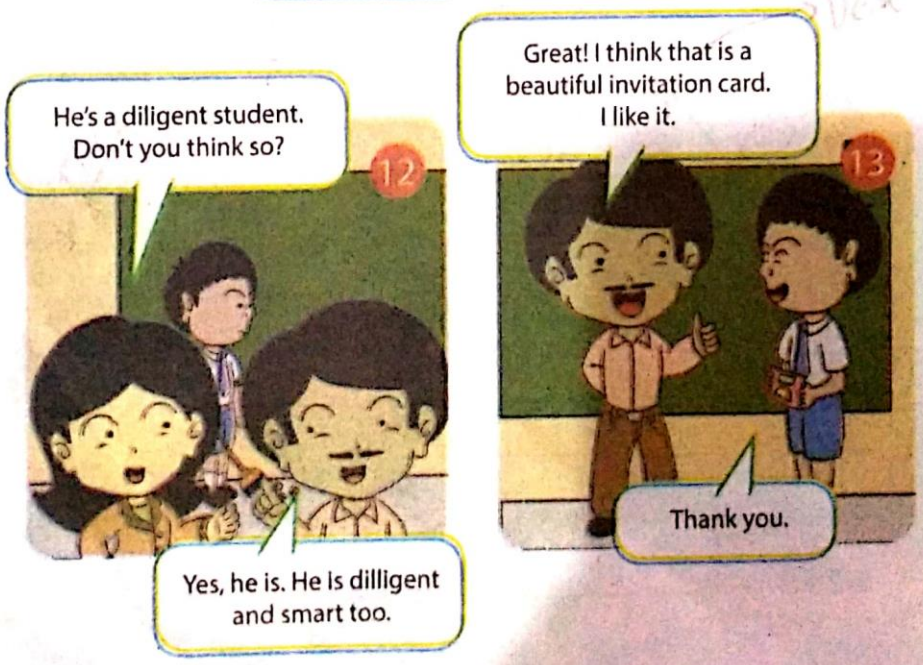


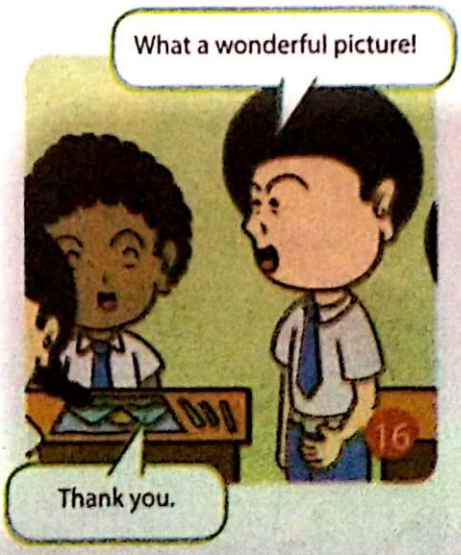


Observing & Asking Questions





Observing & Asking Questions



Appendix 2

Transcription

Reading text

A: siti /duː/ /juː/ /ˌʌndəˈstænd/ /ðə/ /ˈstɔːri/?

B: /nɒt/ /ˈrɪəli/. /ʃiː/ /spiːks/ /ˈveri/ /fɑːst/.

A: /duː/ /juː/ /nəʊ/ /wɒt/ /aɪ/ /miːn/?

B: /jɛs/ /sɜː(r)/.

A: /əʊnli/ /bəʊθ/ /ɒv/ /ʌs/ /wɪl/ /kliːn/ /ðə/ /ˈklɑːsrʊm/.

B: /wɒt/? /wɒt/ /duː/ /juː/ /miːn/? /wɒt/ /əˈbaʊt/ /ði/ /ˈʌðə(r)z/?

A: edo /duː/ /juː/ /nəʊ/ /wɒt/ /tuː/ /duː/?

B: /sɒri/, /mæm/. /aɪ/ /doʊnt/. /seɪ/ /ðæt/ /əˈgeɪn/, /pliːz/.

A: /duː/ /juː/ //ˌʌndəˈstænd/ /maɪ/ /ˈkwestʃən/?

B: /nəʊ/, /mæm/. /ˈsɒri/. /seɪ/ /ðæt/ /əˈgeɪn/ /pliːz/.

A: /ɪz/ /ɪt/ /klɪə(r)/?

B: /jes/, /mæm/. /θæŋks/.

A: /ɪts/ /səʊ/ /ˈbjuːtɪfl/.

B: /duː/ /juː/ /θɪŋk/ /səʊ/, udin? /θæŋks/.

A: /jɔː(r)/ /ˈhændˌraɪtɪŋ/ /ɪz/ /klɪər/ /ænd/ /ˈbjuːtɪfl/, edo.

B: /θæŋks/.

A: /wɒt/ /duː/ /juː/ /θɪŋk/ /ɒv/ /ðə/ /ˈpɪkʧə/? Beni /dɪd/ /ɪt/ /wɛl/, /dɪdnt/ /hiː/?

B: /jɛs/, /hiː/ /dɪd/. /ɪt/ /ɪz/ /ˈvɛri/ /ˈbjuːtɪfl/.

A: /aɪ/ /θɪŋk/ /ðə/ /ˈnuːdl/ /ɪz/ /tuː/ /ˈsɔːlti/.

B: /aɪ/ /dəʊnt/ /θɪŋk/ /səʊ/. /ɪts/ /naɪs/.

A: beni, /duː/ /juː/ /θɪŋk/ /ˈɪŋglɪʃ/ /ɪz/ /ˈiːzi/ /əː/ /ˈdɪfɪkəlt/?

B: /aɪ/ /θɪŋk/ /ɪts/ /ˈiːzi/. /aɪ/ /lʌv/ /ˈɪŋglɪʃ/.

A: /hiːz/ /ə/ /ˈdɪlɪʤənt/ /ˈstjuːdənt/. /dəʊnt/ /juː/ /θɪŋk/ /səʊ/?

B: /jɛs/, /hiː/ /ɪz/. /hiː/ /ɪz/ /ˈdɪlɪʤənt/ /ænd/ /smɑːt/ /tuː/.

A: /greɪt/! /aɪ/ /θɪŋk/ /ðæt/ /ɪz/ /ə/ /ˈbjuːtɪfl/ /ˌɪnvɪˈteɪʃən/ /kɑːd/. /aɪ/ /laɪk/ /ɪt/.

B: /θæŋk/ /juː/

A: /jɔː/ /pitcure/ /ɪz/ /ˈbjuːtɪfl/! /aɪ/ /laɪk/ /ðə/ /ˈkʌlə/

B: /θæŋks/

A: /ˈɛksələnt/! /ðæts/ /maɪ/ /gɜːl/!

B: /θæŋk/ /juː/ /mæm/.

A: /wɒt/ /ə/ /ˈwʌndəfʊl/ /ˈpɪkʧə/!

B: /θæŋk/ /juː/

Student 01

A: siti /duː/ /juː/ /ˌʌndəˈstænd/ /ðə/ /ˈstɔːri/?

B: /nɒt/ /ˈrɪəli/. /ʃiː/ /spiːks/ /ˈveri/ /fɑːst/.

A: /duː/ /juː/ /nəʊ/ /wɒt/ /aɪ/ /miːn/?

B: /jɛs/ /sɜː(r)/.

A: /əʊnli/ /bəʊθ/ /ɒv/ /**əs**/ /wɪl/ /kliːn/ /ðə/ /ˈklɑːsrʊm/.

B: /wɒt?/ /wɒt/ /duː/ /juː/ /miːn/? /wɒt/ /əˈbaʊt/ /**ðə**/ /ˈʌðə(r)z/?

A: edo /duː/ /juː/ /nəʊ/ /wɒt/ /tuː/ /duː/?

B: /sɒri/, /mæm/. /aɪ/ /doʊnt/. /seɪ/ /ðæt/ /əˈgeɪn/, /pliːz/.

A: /duː/ /juː/ /ˌʌndəˈstænd/ /maɪ/ /ˈkweʃən/?

B: /nəʊ/, /mæm/. /ˈsɒri/. /seɪ/ /ðæt/ /əˈgeɪn/ /pliːz/.

A: /ɪz/ /ɪt/ /klɪə(r)/?

B: /jes/, /mæm/. /θæŋks/.

A: /ɪts/ /səʊ/ /ˈbjuːtɪfl/.

B: /duː/ /juː/ /θɪŋk/ /səʊ/, udin? /θæŋks/.

A: /jɔː(r)/ /ˈhændˌraɪtɪŋ/ /ɪz/ /klɪər/ /ænd/ /ˈbjuːtfɪl/, edo.

B: /θæŋks/.

A: /wɒt/ /duː/ /juː/ /θɪŋk/ /ɒv/ /ðə/ /ˈpɪkʧə/? Beni /dɪd/ /ɪt/ /wɛl/, /dɪdnt/ /hiː/?

B: /jɛs/, /hiː/ /dɪd/. /ɪt/ /ɪz/ /ˈvɛri/ /ˈbjuːtəfʊl/.

A: /aɪ/ /θɪŋk/ /ðə/ /ˈnɑːdl/ /ɪz/ /tuː/ /ˈsɔːlti/.

B: /aɪ/ /dəʊnt/ /θɪŋk/ /səʊ/. /ɪts/ /naɪs/.

A: beni, /duː/ /juː/ /θɪŋk/ /ˈɪŋglɪʃ/ /ɪz/ /ˈiːzi/ /ɔː/ /ˈdɪfɪkəlt/?

B: /aɪ/ /θɪŋk/ /ɪts/ /ˈiːzi/. /aɪ/ /lʌv/ /ˈɪŋglɪʃ/.

A: /hiːz/ /ə/ /ˈdɪlɪʤənt/ /ˈstjuːdənt/. /dəʊnt/ /juː/ /θɪŋk/ /səʊ/?

B: /jɛs/, /hiː/ /ɪz/. /hiː/ /ɪz/ /ˈdɪlɪʤənt/ /ænd/ /smɑːt/ /tuː/.

A: /greɪt/! /aɪ/ /θɪŋk/ /ðæt/ /ɪz/ /ə/ /ˈbjuːtəfʊl/ /ˌɪnvɪˈteɪʃən/ /kɜːd/ /aɪ/ /laɪk/ /ɪt/.

B: /θæŋk/ /juː/

A: /jɔː/ /picture/ /ɪz/ /ˈbjuːtəfʊl/! /aɪ/ /laɪk/ /ðə/ /ˈkʌlə/

B: /θæŋks/

A: /ˈɛksələnt/! /ðæts/ /maɪ/ /gɜːl/!

B: /θæŋk/ /juː/ /mæm/.

A: /wɒt/ /ə/ /ˈwʌndəfʊl/ /ˈpɪkʧə/!

B: /θæŋk/ /juː/

Student 02

A: siti /duː/ /juː/ /ˌʌndəˈstænd/ /ðə/ /ˈstɔːri/?

B:/ nɒt/ /ˈrɪəli/. /ʃiː/ /spiːks/ /ˈveri/ /fɑːst/.

A: /duː/ /juː/ /nəʊ/ /wɒt/ /aɪ/ /miːn/?

B: /jɛs/ /sɜː(r)/.

A: /əʊnli/ /bəʊθ/ /ɒv/ /ʌs/ /wɪl/ /kliːn/ /ðə/ /ˈklɑːsrʊm/.

B:/ wɒt/? /wɒt/ /duː/ /juː/ /miːn/? /wɒt/ /əˈbaʊt/ /ði/ /ˈʌðə(r)z/?

A: edo /duː/ /juː/ /nəʊ/ /wɒt/ /tuː/ /duː/?

B: /sɒri/, /mæm/. /aɪ/ /doʊnt/. /seɪ/ /ðæt/ /əˈgeɪn/, /pliːz/.

A: /duː/ /juː/ ˌ/ʌndəˈstænd/ /maɪ/ /ˈkwes -ʃən/?

B: /nəʊ/, /mæm/. /ˈsɒri/. /seɪ/ /ðæt/ /əˈgeɪn/ /pliːz/.

A: /ɪz/ /ɪt/ /klɪə(r)/?

B: /jes/, /mæm/. /θæŋks/.

A: /ɪts/ /səʊ/ /ˈbjuːtɪfl/.

B:/ duː/ /juː/ /θɪŋk/ /səʊ/, udin? /θæŋks/.

A: /jɔː(r)/ /ˈhændˌraɪtɪŋ/ /ɪz/ /klɪər/ /ænd/ /ˈbjuːtfɪl/, edo.

B: /θæŋks/.

A: /wɒt/ /duː/ /juː/ /θɪŋk/ /ɒv/ /ðə/ /ˈpɪkʧə/? Beni /dɪd/ /ɪt/ /wɛl/, /dɪdnt/ /hiː/?

B: /jɛs/, /hiː/ /dɪd/. /ɪt/ /ɪz/ /ˈvɛri/ /ˈbjuːtəfʊl/.

A: /aɪ/ /θɪŋk/ /ðə/ /ˈnuːdl/ /ɪz/ /tuː/ /ˈsɔːlti.

B: /aɪ/ /dəʊnt/ /θɪŋk/ /səʊ/. /ɪts/ /naɪs/.

A: beni, /duː/ /juː/ /θɪŋk/ /ˈəŋ-lɪʃ/ /ɪz/ /ˈiːzi/ /ɔː/ /ˈdɪfɪkəlt/?

B: /aɪ/ /θɪŋk/ /ɪts/ /ˈiːzi/. /aɪ/ /lʌv/ /ˈɪŋglɪʃ/.

A: /hiːz/ /ə/ /ˈdɪlɪʤənt/ /ˈstjuːdənt/. /dəʊnt/ /juː/ /θɪŋk/ /səʊ/?

B: /jɛs/, /hiː/ /ɪz/. /hiː/ /ɪz/ /ˈdɪlɪʤənt/ /ænd/ /smɑːt/ /tuː/.

A: /greɪt/! /aɪ/ /θɪŋk/ /ðæt/ /ɪz/ /ə/ /ˈbjuːtəfʊl/ /ˌɪnvɪˈteɪʃən/ /kɑːd/. /aɪ/ /laɪk/ /ɪt/.

B: /θæŋk/ /juː/

A: /jɔː/ /picture/ /ɪz/ /ˈbjuːtəfʊl/! /aɪ/ /laɪk/ /ðə/ /ˈkʌlə/

B: /θæŋks/

A: /ˈɛksələnt/! /ðæts/ /maɪ/ /gɜːl/!

B: /θæŋk/ /juː/ /mæm/.

A: /wɒt/ /ə/ /ˈwʌndəfʊl/ /ˈpɪkʧə/!

B: /θæŋk/ /juː/

Student 03

A: siti /duː/ /juː/ /ˌʌndəˈstænd/ /ðə/ /ˈstɔːri/?

B: /nɒt/ /ˈrɪəli/. /ʃiː/ /spiːks/ /ˈveri/ /fəst/.

A: /duː/ /juː/ /nəʊ/ /wɒt/ /aɪ/ /miːn/?

B: /jɛs/ /sɜː(r)/.

A: /əʊnli/ /bəʊθ/ /ɒv/ /ʌs/ /wɪl/ /kliːn/ /ðə/ /ˈklɑːsrʊm/.

B: /wɒt/? /wɒt/ /duː/ /juː/ /miːn/? /wɒt/ /əˈbaʊt/ /ði/ /ˈʌðə(r)z/?

A: edo /duː/ /juː/ /nəʊ/ /wɒt/ /tuː/ /duː/?

B: /sɒri/, /mæm/. /aɪ/ /doʊnt/. /seɪ/ /ðæt/ /əˈgeɪn/, /pliːz/.

A: /duː/ /juː/ ˌ/ʌndəˈstænd/ /maɪ/ /ˈkwes-ən/?

B: /nəʊ/, /mæm/. /ˈsɒri/. /seɪ/ /ðæt/ /əˈgeɪn/ /pliːz/.

A: /ɪz/ /ɪt/ /klɪə(r)/?

B: /jes/, /mæm/. /θæŋks/.

A: /ɪts/ /soʊ/ /ˈbjuːtɪfl/.

B: /duː/ /juː/ /θɪŋk/ /səʊ/, udin? /θæŋks/.

A: /jɔː(r)/ /ˈhændˌraɪtɪŋ/ /ɪz/ /klɪər/ /ænd/ /ˈbjuːtfɪl/, edo.

B: /θæŋks/.

A: /wɒt/ /duː/ /juː/ /θɪŋk/ /ɒv/ /ðə/ /ˈpɪkʧə/? Beni /dɪd/ /ɪt/ /wɛl/, /dɪdnt/ /hiː/?

B: /jɛs/, /hiː/ /dɪd/. /ɪt/ /ɪz/ /ˈvɛri/ /ˈbjuːtəfʊl/.

A: /aɪ/ /θɪŋk/ /ðə/ /ˈnuːdl/ /ɪz/ /tuː/ /ˈsɔːlti/.

B: /aɪ/ /dəʊnt/ /θɪŋk/ /səʊ/. /ɪts/ /naɪs/.

A: /beni/, /duː/ /juː/ /θɪŋk/ /ˈeŋglɪʃ/ /ɪz/ /ˈiːzi/ /ɔː/ /ˈdɪfɪkəlt/?

B: /aɪ/ /θɪŋk/ /ɪts/ /ˈiːzi/. /aɪ/ /lʌv/ /ˈɪŋglɪʃ/.

A: /hiːz/ /ə/ /ˈdɪlɪʤənt/ /ˈstjuːdənt/. /dəʊnt/ /juː/ /θɪŋk/ /səʊ/?

B: /jɛs/, /hiː/ /ɪz/. /hiː/ /ɪz/ /ˈdɪlɪʤənt/ /ænd/ /smɑːt/ /tuː/.

A: /greɪt/! /aɪ/ /θɪŋk/ /ðæt/ /ɪz/ /ə/ /ˈbjuːtəfʊl/ /ˌɪnvɪˈteɪʃən/ /kɑːd/. /aɪ/ /laɪk/ /ɪt/.

B: /θæŋk/ /juː/

A: /jɔː/ /picture/ /ɪz/ /ˈbjuːtəfʊl/! /aɪ/ /laɪk/ /ðə/ /ˈkʌlə/

B: /θæŋks/

A: /ˈɛksələnt/! /ðæts/ /maɪ/ /gɜːl/!

B: /θæŋk/ /juː/ /mæm/.

A: /wɒt/ /ə/ /ˈwʌndəfʊl/ /ˈpɪkʧə/!

B: /θæŋk/ /juː/

Student 04

A: siti /duː/ /juː/ /ˌʌndəˈstend/ /ðə/ /ˈstɔːri/?

B: /not/ /ˈrɪəli/. /ʃiː/ /spiːks/ /ˈveri/ /fɑːst/.

A: /duː/ /juː/ /nəʊ/ /wɒt/ /aɪ/ /miːn/?

B: /jɛs/ /sɜː(r)/.

A: /oʊnli/ /boθ/ /ov/ /us/ /wɪl/ /kliːn/ /ðə/ /ˈklɑːsrʊm/.

B: /wɒt/? /wɒt/ /duː/ /juː/ /miːn/? /wɒt/ /əˈboʊt/ /ðə/ /ˈʌtə(r)z/?

A: edo /duː/ /juː/ /noʊ/ /wɒt/ /tuː/ /duː/?

B: /sori/, /mæm/. /aɪ/ /doʊnt/. /seɪ/ /ðæt/ /əˈgeɪn/, /pliːs/.

A: /duː/ /juː/ /ˌʌndəˈstænd/ /maɪ/ /ˈkwestʃən/?

B: /nəʊ/, /mæm/. /ˈsɒri/. /seɪ/ /ðæt/ /əˈgeɪn/ /pliːz/.

A: /ɪz/ /ɪt/ /klɪə(r)/?

B: /jes/, /mæm/. /θæŋks/.

A: /ɪts/ /səʊ/ /ˈbjuːtɪfl/.

B: /duː/ /juː/ /θɪŋk/ /səʊ/, udin? /θæŋks/.

A: /jɔː(r)/ ˈ/hændˌraɪtɪŋ/ /ɪs/ /klɪər/ /ænd/ /ˈbjuːtəfʊl/, edo.

B: /θæŋks/.

A: /wɒt/ /duː/ /juː/ /θɪŋk/ /ɒv/ /ðə/ /ˈpɪkʧə/? Beni /dɪd/ /ɪt/ /wɛl/, /dɪdnt/ /hiː/?

B: /jɛs/, /hiː/ /dɪd/. /ɪt/ /ɪz/ /ˈvɛri/ /ˈbjuːtəfʊl/.

A: /aɪ/ /θɪŋk/ /ðə/ /ˈnaːdl/ /ɪz/ /tuː/ /ˈsalti/.

B: /aɪ/ /dəʊnt/ /tɪŋk/ /səʊ/. /ɪts/ /naɪs/.

A: beni, /duː/ /juː/ /θɪŋk/ /ˈɪŋglɪʃ/ /ɪz/ /ˈiːzi/ /ɔː/ /ˈdɪfɪkəlt/?

B: /aɪ/ /θɪŋk/ /ɪts/ /ˈiːzi/. /aɪ/ /lʌv/ /ˈɪŋglɪʃ/.

A: /hiːz/ /ə/ /ˈdɪlɪʤənt/ /ˈstjuːdənt/. /don’t/ /juː/ /θɪŋk/ /s**o**ʊ/?

B: /jɛs/, /hiː/ /ɪz/. /hiː/ /ɪz/ ˈ/dɪlɪʤənt/ /ænd/ /smɑːt/ /tuː/.

A: /greɪt/! /aɪ/ /θɪŋk/ /ðæt/ /ɪz/ /ə/ /ˈbjuːtəfʊl/ /ˌɪnvɪˈte-ʃən/ /kɑːd/. /aɪ/ /laɪk/ /ɪt/.

B: /θæŋk/ /juː/

A: /jɔː/ /picture/ /ɪz/ /ˈbjuːtəfʊl/! /aɪ/ /laɪk/ /ðə/ /ˈk**o**lə/

B: /θæŋks/

A: /ˈɛksələnt/! /ðæts/ /maɪ/ /gɜːl/!

B: /θæŋk/ /juː/ /mæm/.

A: /wɒt/ /ə/ /ˈwʌndəfʊl/ /ˈpɪkʧə/!

B: /θæŋk/ /juː/

Student 05

A: siti /duː/ /juː/ /ˌʌndəˈstænd/ /ðə/ /ˈstɔːri/?

B: /nɒt/ /ˈrɪəli/. /ʃiː/ /spiːks/ /ˈveri/ /fɑːst/.

A: /duː/ /juː/ /nəʊ/ /wɒt/ /aɪ/ /miːn/?

B: /jɛs/ /sɜː(r)/.

A: /əʊnli/ /bəʊθ/ /ɒv/ /ʌs/ /wɪl/ /kliːn/ /**ðə**/ /ˈklɑːsrʊm/.

B:/ wɒt/? /wɒt/ /duː/ /juː/ /miːn/? /wɒt/ /əˈbaʊt/ /**ðə**/ /ˈʌðə(r)z/?

A: edo /duː/ /juː/ /nəʊ/ /wɒt/ /tuː/ /duː/?

B: /sɒri/, /mæm/. /aɪ/ /doʊnt/. /seɪ/ /ðæ-/ /əˈgeɪn/, /pliːz/.

A: /duː/ /juː/ /ˌʌndəˈstænd/ /maɪ/ /ˈkwest**ʃɪo**n/?

B: /nəʊ/, /mæm/. /ˈsɒri/. /seɪ/ /ðæ-/ /əˈgeɪn/ /pliːz/.

A: /ɪz/ /ɪt/ /kl-ə(r)/?

B: /jes/, /mæm/. /θæŋks/.

A: /ɪts/ /səʊ/ /ˈbjuːtɪfl/.

B: /duː/ /juː/ /θɪŋk/ /səʊ/, udin? /θæŋks/.

A: /jɔː(r)/ /ˈhændˌraɪtɪŋ/ /ɪz/ /klɪ-r/ /ænd/ /ˈbjuːtfɪl/, edo.

B: /θæŋks/.

A: /wɒt/ /duː/ /juː/ /θɪŋk/ /ɒv/ /ðə/ /ˈpɪkʧə/? Beni /dɪd/ /ɪt/ /wɛl/, /dɪdnt/ /hiː/?

B: /jɛs/, /hiː/ /dɪd/. /ɪt/ /ɪz/ /ˈvɛri/ /ˈbjuːtəfʊl/.

A: /aɪ/ /θɪŋk/ /ðə/ /ˈn**aː**dl/ /ɪz/ /tuː/ /ˈsɔːlti/.

B: /aɪ/ /dəʊnt/ /θɪŋk/ /səʊ/. /ɪts/ /naɪs/.

A: beni, /duː/ /juː/ /θɪŋk/ /ˈɪŋglɪʃ/ /ɪz/ /ˈiːzi/ /ɔː/ /ˈdɪfɪkəlt/?

B: /aɪ/ /θɪŋk/ /ɪts/ /ˈiːzi/. /aɪ/ /lʌv/ /ˈɪŋglɪʃ/.

A: /hiːz/ ə/ /ˈdɪlɪʤənt/ /ˈstjuːdənt/. /dəʊnt/ /juː/ /θɪŋk/ /səʊ/?

B: /jɛs/, /hiː/ /ɪz/. /hiː/ /ɪz/ /ˈdɪlɪʤənt/ /ænd/ /smɑːt/ /tuː/.

A: /greɪt/! /aɪ/ /θɪŋk/ /ðæt/ /ɪz/ /ə/ /ˈbjuːtəfʊl/ /ˌɪnvɪˈteɪʃən/ /kɑːd/. /aɪ/ /laɪk/ /ɪt/.

B: /θæŋk/ /juː/

A: /jɔː/ /picture/ /ɪz/ /ˈbjuːtəfʊl/! /aɪ/ /laɪk/ /ðə/ /ˈkolə/

B: /θæŋks/

A: /ˈɛksələnt/! /ðæts/ /maɪ/ /gɜːl/!

B: /θæŋk/ /juː/ /mæm/.

A: /wɒt/ /ə/ /ˈwʌndəfʊl/ /ˈpɪkʧə/!

B: /θæŋk/ /juː/

Student 06

A: siti /duː/ /juː/ /ˌʌndəˈstend/ /ðə/ /ˈstɔːri/?

B: /nɒt/ /ˈrɪəli/. /ʃiː/ /spiːks/ /ˈveri/ /fɑːst/.

A: /duː/ /juː/ /nəʊ/ /wɒt/ /aɪ/ /miːn/?

B: /jɛs/ /sɜː(r)/.

A: /əʊnli/ /buθ/ /ɒv/ /us/ /wɪl/ /kliːn/ /ðə/ /ˈklɑːsrʊm/.

B: /wɒt/? /wɒt/ /duː/ /juː/ /miːn/? /wɒt/ /əˈbaʊt/ /ðə/ ˈ/ʌðə(r)z/?

A: edo /duː/ /juː/ /nəʊ/ /wɒt/ /tuː/ /duː/?

B: /sɒri/, /mæm/. /aɪ/ /doʊnt/. /seɪ/ /ðæt/ /əˈgeɪn/, /pliːz/.

A: /duː/ /juː/ /ˌʌndəˈstænd/ /maɪ/ /ˈkwestion/?

B: /nəʊ/, /mæm/. /ˈsɒri/. /seɪ/ /ðæt/ /əˈgeɪn/ /pliːz/.

A: /ɪz/ /ɪt/ /klɪə(r)/?

B: /jes/, /mæm/. /θæŋks/.

A: /ɪts/ /səʊ/ /ˈbjuːtɪfl/.

B: /duː/ /juː/ /θɪŋk/ /səʊ/, udin? /θæŋks/.

A: /jɔː(r)/ /ˈhændˌraɪtɪŋ/ /ɪz/ /klɪər/ /ænd/ /ˈbjuːtfɪl/, edo.

B: /θæŋks/.

A: /wɒt/ /duː/ /juː/ /θɪŋk/ /ɒv/ /ðə/ /ˈpɪkʧə/? Beni /dɪd/ /ɪt/ /wɪl/, /dɪdnt/ /hiː/?

B: /jɛs/, /hiː/ /dɪd/. /ɪt/ /ɪz/ /ˈvɛri/ /ˈbjuːtəfʊl/.

A: /aɪ/ /θɪŋk/ /ðə/ /ˈnaːdl/ /ɪz/ /tuː/ /ˈsɔːlti/.

B: /aɪ/ /dəʊnt/ /θɪŋk/ /səʊ/. /ɪts/ /naɪs/.

A: beni, /duː/ /juː/ /θɪŋk/ /ˈeŋglɪʃ/ /ɪz/ /ˈ ɜːzi/ /ɔː/ /ˈdɪfɪkəlt/?

B: /aɪ/ /θɪŋk/ /ɪts/ /ˈ ɜːzi/. /aɪ/ /lʌv/ /ˈeŋglɪʃ/.

A: /hiːz/ /ə/ /ˈdɪlɪʤənt/ /ˈstjuːdənt/. /dəʊnt/ /juː/ /θɪŋk/ /səʊ/?

B: /jɛs/, /hiː/ /ɪz/. /hiː/ /ɪz/ /ˈdɪlɪʤənt/ /ænd/ /smɑːt/ /tuː/.

A: /greɪt/! /aɪ/ /θɪŋk/ /ðæt/ /ɪz/ /ə/ /ˈbjuːtəfʊl/ /ˌɪnvɪˈteɪʃən/ /kɑːd/. /aɪ/ /laɪk/ /ɪt/.

B: /θæŋk/ /juː/

A: /jɔː/ /picture/ /ɪz/ /ˈbjuːtəfʊl/! /aɪ/ /laɪk/ /ðə/ /ˈkʌlə/

B: /θæŋks/

A: /ˈɛksələnt/! /ðæts/ /maɪ/ /gɜːl/!

B: /θæŋk/ /juː/ /mæm/.

A: /wɒt/ /ə/ /ˈwʌndəfʊl/ /ˈpɪkʧə/!

B: /θæŋk/ /ju/ː

Student 07

A: siti /duː/ /juː/ /ˌʌndəˈstænd/ /ðə/ /ˈstɔːri/?

B: /nɒt/ /ˈrɪəli/. /ʃiː/ /spiːks/ ˈ/veri/ /fɑːst/.

A: /duː/ /juː/ /nʌʊ/ /wɒt/ /aɪ/ /miːn/?

B: /jɛs/ /sɜː(r)/.

A: /əʊnli/ /bəʊθ/ /ɒv/ /ʌs/ /wɪl/ /kliːn/ /ðiː/ /ˈklɑːsrʊm/.

B: /wɒt/? /wɒt/ /duː/ /juː/ /miːn/? /wɒt/ /əˈbaʊt/ /ði/ /ˈʌðə(r)z/?

A: edo /duː/ /juː/ /nəʊ/ /wɒt/ /tuː/ /du/ː?

B: /sɒri/, /mæm/. /aɪ/ /doʊnt/. /seɪ/ /ðæt/ /əˈgeɪn/, /pliːz/.

A: /du/ː /juː/ ˌ/ʌndəˈstænd/ /maɪ/ /ˈkwes-ʃən/?

B: /nəʊ/, /mæm/. /ˈsɒri/. /seɪ/ /ðæt/ /əˈgeɪn/ /pliːz/.

A: /ɪz/ /ɪt/ /klɪə(r)/?

B: /jes/, /mæm/. /θæŋks/.

A: /ɪts/ /səʊ/ /ˈbjuːtɪfl/.

B: /duː/ /juː/ /θɪŋk/ /səʊ/, udin? /θæŋks/.

A: /jɔː(r)/ /ˈhænd/ˌ/raɪtɪŋ/ /ɪz/ /klɪər/ /ænd/ /ˈbjuːtfɪl/, edo.

B: /θæŋks/.

A: /wɒt/ /duː/ /juː/ /θɪŋk/ /ɒv/ /ðə/ /ˈpɪkʧə/? Beni /dɪd/ /ɪt/ /wɪl/, /dɪdnt/ /hiː/?

B: /jɛs/, /hiː/ /dɪd/. /ɪt/ /ɪz/ /ˈvɛri/ /ˈbjuːtəfʊl/.

A: /aɪ/ /θɪŋk/ /ðə/ /ˈnuːdl/ /ɪz/ /tuː/ /ˈsɔːlti/.

B: /aɪ/ /dəʊnt/ /θɪŋk/ /səʊ/. /ɪts/ /naɪs/.

A: beni, /duː/ /juː/ /θɪŋk/ /ˈeŋglɪʃ/ /ɪz/ /ˈeːzi/ /ɔː/ /ˈdɪfɪkəlt/?

B: /aɪ/ /θɪŋk/ /ɪts/ /ˈ**e**ːzi/. /aɪ/ /l**o**v/ /ˈ/**e**ŋglɪʃ/.

A: /hiːz/ /ə/ /ˈdɪlɪʤənt/ /ˈstjuːdənt/. /dəʊnt/ /juː/ /θɪŋk/ /səʊ/?

B: /jɛs/, /hiː/ /ɪz/. /hiː/ /ɪz/ /ˈdɪlɪʤənt/ /ænd/ /smɑːt/ /tuː/.

A: /greɪt/! /aɪ/ /θɪŋk/ /ðæt/ /ɪz/ /ə/ /ˈbjuːtəfʊl/ /ˌɪnvɪˈteɪʃən/ /kɑːd/. /aɪ/ /laɪk/ /ɪt/.

B: /θæŋk/ /juː/

A: /jɔː/ /picture/ /ɪz/ /ˈbjuːtəfʊl/! /aɪ/ /laɪk/ /ðə/ /ˈk**o**l**o**r/

B: /θæŋks/

A: ˈ/ɛksələnt/! /ðæts/ /maɪ/ /gɜːl/!

B: /θæŋk/ /juː/ /mæm/.

A: /wɒt/ /ə/ /ˈwʌndəfʊl/ /ˈpɪkʧə/!

B: /θæŋk/ /ju/ː

Student 08

A: siti /duː/ /juː/ /ˌʌndəˈstænd/ /ðə/ /ˈstɔːri/?

B: /nɒt/ /ˈrɪəli/. /ʃiː/ /spiːks/ /ˈveri/ /fɑːst/.

A: /duː/ /juː/ /naʊ/ /wɒt/ /aɪ/ /miːn/?

B: /jɛs/ /sɜː(r)/.

A: /əʊnli/ /bəʊθ/ /ɒv/ /ʌs/ /wɪl/ /kliːn/ /ðə/ /ˈklɑːsrʊm/.

B: /wɒt/? /wɒt/ /duː/ /juː/ /miːn/? /wɒt/ /əˈbaot/ /ði/ ˈ/ʌðə(r)z/?

A: edo /duː/ /juː/ /naʊ/ /wɒt/ /tuː/ /duː/?

B: /sɒri/, /mæm/. /aɪ/ /doʊnt/. /seɪ/ /ðæt/ /əˈgeɪn/, /pliːz/.

A: /duː/ /juː/ ˌ/ʌndəˈstænd/ /maɪ/ /ˈkwestʃən/?

B: /nəʊ/, /mæm/. /ˈsɒri/. /seɪ/ /ðæt/ /əˈgeɪn/ /pliːz/.

A: /ɪz/ /ɪt/ /klɪə(r)/?

B: /jes/, /mæm./ /θæŋks/.

A: /ɪts/ /səʊ/ /ˈbjuːtɪfl/.

B: /duː/ /juː/ /θɪŋk/ /səʊ/, udin? /θæŋks/.

A: /jɔː(r)/ /ˈhændˌraɪtɪŋ/ /ɪz/ /klɪər/ /ænd/ ˈ/bjuːtfɪl/, edo.

B: /θæŋks/.

A: /wɒt/ /duː/ /juː/ /θɪŋk/ /ɒv/ /ðə/ /ˈpɪkʧə/? /Beni/ /dɪd/ /ɪt/ /wil/, /dɪdnt/ /hiː/?

B: /jɛs/, /hiː/ /dɪd/. /ɪt/ /ɪz/ /ˈvɛri/ /ˈbjuːtɪfl/.

A: /aɪ/ /θɪŋk/ /ðə/ /ˈnuːdl/ /ɪz/ /tuː/ ˈ/səːlti/.

B: /aɪ/ /dəʊnt/ /θɪŋk/ /səʊ/. /ɪts/ /naɪs/.

A: beni, /duː/ /juː/ /θɪŋk/ /ˈeŋglɪʃ/ /ɪz/ /ˈezi/ /ɔː/ /ˈdɪfɪkəlt/?

B: /aɪ/ /θɪŋk/ /ɪts/ /ˈiːzi/. /aɪ/ /lʌv/ /ˈɪŋglɪʃ/.

A: /hiːz/ /ə/ /ˈdɪlɪʤənt/ /ˈstjuːdənt/. /dəʊnt/ /juː/ /θɪŋk/ /səʊ/?

B: /jɛs/, /hiː/ /ɪz/. /hiː/ /ɪz/ /ˈdɪlɪʤənt/ /ænd/ /smɑːt/ /tuː/.

A: /greɪt/! /aɪ/ /θɪŋk/ /ðæt/ /ɪz/ /ə/ /ˈbjuːtɪfl/ ˌ/ɪnvɪˈteɪʃən/ /kɑːd/. /aɪ/ /laɪk/ /ɪt/.

B: /θæŋk/ /juː/

A: /jɔː/ /picture/ /ɪz/ /ˈbjuːtɪfl/! /aɪ/ /laɪk/ /ðə/ /ˈkolo(r)/

B: /θæŋks/

A: ˈ/ɛksələnt/! /ðæts/ /maɪ/ /gɜːl/!

B: /θæŋk/ /juː/ mæm/.

A: /wɒt/ /ə/ /ˈwʌndəfʊl/ ˈ/pɪkʧə/!

B: /θæŋk/ /juː/

Student 09

A: siti /duː/ /juː/ /ˌʌndəˈstend/ /ðə/ /ˈstɔːri/?

B: /nɒt/ /ˈrɪəli/. /ʃiː/ /spiːks/ /ˈveri/ /fɑːst/.

A: /duː/ /juː/ /nəʊ/ /wɒt/ /aɪ/ /miːn/?

B: /jɛs/ /sɜː(r)/.

A: /əʊnli/ /boθ/ /ɒv/ /ʌs/ /wɪl/ /kliːn/ /ðə/ /ˈklɑːsrʊm/.

B:/ wɒt/? /wɒt/ /duː/ /juː/ /miːn/? /wɒt/ /əˈbaʊt/ /ði/ /ˈʌðə(r)z/?

A: edo /duː/ /juː/ /nəʊ/ /wɒt/ /tuː/ /duː/?

B: /sɒri/, /mæm/. /aɪ/ /do-nt/. /seɪ/ /ðæt/ /əˈgeɪn/, /pliːz/.

A: /duː/ /juː/ /ˌʌndəˈstænd/ /maɪ/ /ˈkwestʃən/?

B: /noʊ/, /mæm/. /ˈsɒri/. /seɪ/ /ðæt/ /əˈgeɪn/ /pliːz/.

A: /ɪz/ /ɪt/ /kl-ə(r)/?

B: /jes/, /mæm/. /θæŋks/.

A: /ɪts/ /so/ /ˈbjetɪfl/.

B: /duː/ /juː/ /θɪŋk/ /so/, udin? /θæŋks/.

A: /jɔː(r)/ /ˈhændˌraɪtɪŋ/ /ɪz/ /klɪər/ /ænd/ ˈ/bjuːtfɪl/, edo.

B: /θæŋks/.

A: /wɒt/ /duː/ /juː/ /θɪŋk/ /ɒv/ /ðə/ /ˈpɪkʧə/? Beni /dɪd/ /ɪt/ /wɛl/, /dɪdnt/ /hiː/?

B: /jɛs/, /hiː/ /dɪd/. /ɪt/ /ɪz/ /ˈvɛri/ /ˈbjetɪfl/.

A: /aɪ/ /θɪŋk/ /ðə/ /ˈnaːdl/ /ɪz/ /tuː/ /ˈsɔːlti/.

B: /aɪ/ /dəʊnt/ /θɪŋk/ /səʊ/. /ɪts/ /naɪs/.

A: beni, /duː/ /juː/ /θɪŋk/ /ˈeŋglɪʃ/ /ɪz/ ˈ/iːzi/ /ɔː/ /ˈdɪfɪkəlt/?

B: /aɪ/ /θɪŋk/ /ɪts/ /ˈiːzi/. /aɪ/ /**lov**/ /ˈɪŋglɪʃ/.

A: /hiːz/ /ə/ /ˈdɪlɪʤənt/ /ˈstjuːdənt/. /dəʊnt/ /juː/ /θɪŋk/ /səʊ/?

B: /jɛs/, /hiː/ /ɪz/. /hiː/ /ɪz/ /ˈdɪlɪʤənt/ /ænd/ /smɑːt/ /tuː/.

A: /greɪt/! /aɪ/ /θɪŋk/ /ðæt/ /ɪz/ /ə/ /ˈbjuːtɪfl/ /ˌɪnvɪˈteɪʃən/ /kɑːd/. /aɪ/ /laɪk/ /ɪt/.

B: /θæŋk/ /juː/

A: /jɔː /picture/ /ɪz/ /ˈbjuːtɪfl/! /aɪ/ /laɪk/ /ðə/ /ˈkʌlə/

B: /θæŋks/

A: /ˈɛksələnt/! /ðæts/ /maɪ/ /gɜːl/!

B: /θæŋk/ /juː/ /mæm/.

A: /wɒt/ /ə/ /ˈwʌndəfʊl/ /ˈpɪkʧə/!

B: /θæŋk/ /juː/

Student 10

A: siti /duː/ /juː/ /ˌʌndəˈstænd/ /ðə/ /ˈstɔːri/?

B: /nɒt/ /ˈrɪəli/. /ʃiː/ /spɪks/ /ˈveri/ /fəst/.

A: /duː/ /juː/ /nəʊ/ /wɒt/ /aɪ/ /miːn/?

B: /jɛs/ /sɜː(r)/.

A: /əʊnli/ /bə-θ/ /ɒv/ /us/ /wɪl/ /kliːn/ /ðə/ /ˈklɑːsrʊm/.

B: /wɒt/? /wɒt/ /duː/ /juː/ /miːn/? /wɒt/ /aˈba-t/ /ði/ /ˈoðə(r)z/?

A: edo /duː/ /juː/ /nəʊ/ /wɒt/ /tuː/ /duː/?

B: /sɒri/, /mæm/. /aɪ/ /doʊnt/. /seɪ/ /ðæt/ /əˈgeɪn/, /pliːz/.

A: /duː/ /juː/ /ˌʌndəˈstænd/ /maɪ/ /ˈkwestʃən/?

B: /noʊ/, /mæm/. /ˈsɒri/. /seɪ/ /ðæt/ /əˈgeɪn/ /pliːz/.

A: /ɪz/ /ɪt/ /klɪə(r)/?

B: /jes/, /mæm/. /θæŋks/.

A: /ɪts/ /soʊ/ /ˈbjuːtɪfl/.

B: /duː/ /juː/ /θɪŋk/ /səʊ/, udin? /θæŋks/.

A: /jɔː(r)/ /ˈhændˌraɪtɪŋ/ /ɪz/ /klɪər/ /ænd/ ˈ/bjuːtfɪl/, edo.

B: /θæŋks/.

A: /wɒt/ /duː/ /juː/ /θɪŋk/ /ɒv/ /ðə/ /ˈpɪkʧə/? Beni /dɪd/ /ɪt/ /wɪl/, /dɪdnt/ /hiː/?

B: /jɛs/, /hiː/ /dɪd/. /ɪt/ /ɪz/ /ˈvɛri/ /ˈbjuːtəfʊl/.

A: /aɪ/ /θɪŋk/ /ðə/ /ˈnodl/ /ɪz/ /tuː/ /ˈsɔːlti./

B: /aɪ/ /dəʊnt/ /θɪŋk/ /səʊ/. /ɪts/ /naɪs/.

A: beni, /duː/ /juː/ /θɪŋk/ ˈ/eŋglɪʃ/ /ɪz/ /ˈezi/ /ɔː/ /ˈdɪfɪkəlt/?

B: /aɪ/ /θɪŋk/ /ɪts/ /ˈ**ez**i/. /aɪ/ /**lo**v/ /ˈ**e**ŋglɪʃ/.

A: /hiːz/ /ə/ /ˈdɪlɪʤənt/ /ˈstjuːdənt/. /dəʊnt/ /juː/ /θɪŋk/ /səʊ/?

B: /jɛs/, /hiː/ /ɪz/. /hiː/ /ɪz/ /ˈdɪlɪʤənt/ /ænd/ /smɑːt/ /tuː/.

A: /greɪt/! /aɪ/ /θɪŋk/ /ðæt/ /ɪz/ /ə/ /ˈbjuːtəfʊl/ /ˌɪnvɪˈteɪʃən/ /kɑːd/. /aɪ/ /laɪk/ /ɪt/.

B: /θæŋk/ /juː/

A: /jɔː/ /picture/ /ɪz/ /ˈbjuːtəfʊl/! /aɪ/ /laɪk/ /ðə/ /ˈk**o**lə(r)/

B: /θæŋks/

A: /ˈɛksələnt/! /ðæts/ /maɪ/ /gɜːl/!

B: /θæŋk/ /juː/ /mæm/.

A: /wɒt/ /ə/ /ˈwʌndəfʊl/ /ˈpɪkʧə/!

B: /θæŋk/ /juː/

Student 11

A: siti /duː/ /juː/ /ˌʌndəˈstænd/ /ðə/ /ˈstɔːri/?

B: /nɒt/ /ˈrɪəli/. /ʃiː/ /spiːks/ /ˈveri/ /fɑːst/.

A: /duː/ /juː/ /n**o**ʊ/ /wɒt/ /aɪ/ /miːn/?

B: /jɛs/ /sɜː(r)/.

A: /əʊnli/ /bəʊθ/ /ɒv/ /ʌs/ /wɪl/ /kliːn/ /ðə/ /ˈklɑːsrʊm/.

B: /wɒt/? /wɒt/ /duː/ /juː/ /miːn/? /wɒt/ /əˈbaʊt/ /ði/ /ˈʌðə(r)z/?

A: edo /duː/ /juː/ /n**o**ʊ/ /wɒt/ /tuː/ /duː/?

B: /sɒri/, /mæm/. /aɪ/ /doʊnt/. /seɪ/ /ðæt/ /əˈgeɪn/, /pliːz/.

A: /duː/ /juː/ /ˌʌndəˈstænd/ /maɪ/ /ˈkwestɪən/?

B: /nəʊ/, /mæm/. /ˈsɒri/. /seɪ/ /ðæt/ /əˈgeɪn/ /pliːz/.

A: /ɪz/ /ɪt/ /klɪə(r)/?

B: /jes/, /mæm/. /θæŋks/.

A: /ɪts/ /səʊ/ /ˈbjuːtɪfl/.

B: /duː/ /juː/ /θɪŋk/ /səʊ/, udin? /θæŋks/.

A: /jɔː(r)/ /ˈhændˌraɪtɪŋ/ /ɪz/ /klɪər/ /ænd/ /ˈbjuːtfɪl/, edo.

B: /θæŋks/.

A: /wɒt/ /duː/ /juː/ /θɪŋk/ /ɒv/ /ðə/ /ˈpɪkʧə/? Beni /dɪd/ /ɪt/ /wɛl/, /dɪdnt/ /hiː/?

B: /jɛs/, /hiː/ /dɪd/. /ɪt/ /ɪz/ /ˈvɛri/ /ˈbjuːtəfʊl/.

A: /aɪ/ /θɪŋk/ /ðə/ ˈ/nuːdl/ /ɪz/ /tuː/ /ˈsɔːlti/.

B: /aɪ/ /dəʊnt/ /θɪŋk/ /səʊ/. /ɪts/ /naɪs/.

A: beni, /duː/ /juː/ /θɪŋk/ ˈ/ɪŋ-lɪʃ/ /ɪz/ /ˈiːzi/ /ɔː/ /ˈdɪfɪkəlt/?

B: /aɪ/ /θɪŋk/ /ɪts/ /ˈiːzi/. /aɪ/ /lʌv/ /ˈɪŋ-lɪʃ/.

A: /hiːz/ /ə/ /ˈdɪlɪʤənt/ /ˈstjuːdənt/. /dəʊnt/ /juː/ /θɪŋk/ /səʊ/?

B: /jɛs/, /hiː/ /ɪz/. /hiː/ /ɪz/ /ˈdɪlɪʤənt/ /ænd/ /smɑːt/ /tuː/.

A: /greɪt/! /aɪ/ /θɪŋk/ /ðæt/ /ɪz/ /ə/ /ˈbjuːtɪfl/ ˌ/ɪnvɪˈteɪʃən/ /kɑːd/. /aɪ/ /laɪk/ /ɪt/.

B: /θæŋk/ /juː/

A: /jɔː/ /picture/ /ɪz/ /ˈbjuːtɪfl/! /aɪ/ /laɪk/ /ðə/ /ˈkʌlə/

B: /θæŋks/

A: /ˈɛksələnt!/ /ðæts/ /maɪ/ /gɜːl/!

B: /θæŋk/ /juː/ /mæm/.

A: /wɒt/ /ə/ /ˈwʌndəfʊl/ /ˈpɪkʧə/!

B: /θæŋk/ /juː/

Student 12

A: siti /duː/ /juː/ /ˌʌndəˈstænd/ /ðə/ /ˈstɔːri/?

B: /nɒt/ /ˈrɪəli/. /ʃiː/ /spiːks/ /ˈveri/ /fɑːst/.

A: /duː/ /juː/ /nəʊ/ /wɒt/ /aɪ/ /miːn/?/

B: /jɛs/ /sɜː(r)/.

A: /əʊnli/ /bəʊθ/ /ɒv/ /ʌs/ /wɪl/ /kliːn/ /ðə/ /ˈklɑːsrʊm/.

B: /wɒt/? /wɒt/ /duː/ /juː/ /miːn/? /wɒt/ /əˈbaʊt/ /ði/ /ˈʌðə(r)z/?

A: edo /duː/ /juː/ /nəʊ/ /wɒt/ /tuː/ /duː/?/

B: /sɒri/, /mæm/. /aɪ/ /doʊnt/. /seɪ/ /ðæt/ /əˈgeɪn/, /pliːz/.

A: /duː/ /juː/ /ˌʌndəˈstænd/ /maɪ/ /ˈkwes-ʃən/?

B: /nəʊ/, /mæm./ /ˈsɒri/. /seɪ/ /ðæt/ /əˈgeɪn/ /pliːz/.

A: /ɪz/ /ɪt/ /klɪə(r)/?

B: /jes/, /mæm/. /θæŋks/.

A: /ɪts/ /səʊ/ /ˈbjuːtɪfl/.

B: /duː/ /juː/ /θɪŋk/ /səʊ/, udin? /θæŋks/.

A: /jɔː(r)/ /ˈhændˌraɪtɪŋ/ /ɪz/ /klɪər/ /ænd/ /ˈbjuːtfɪl/, edo.

B: /θæŋks/.

A: /wɒt/ /duː/ /juː/ /θɪŋk/ /ɒv/ /ðə/ /ˈpɪkʧə/? Beni /dɪd/ /ɪt/ /wɛl/, /dɪdnt/ /hiː/?

B: /jɛs/, /hiː/ /dɪd/. /ɪt/ /ɪz/ /ˈvɛri/ /ˈbjuːtɪfl/.

A: /aɪ/ /θɪŋk/ /ðə/ /ˈnɜːdl/ /ɪz/ /tuː/ /ˈsɔːlti/.

B: /aɪ/ /dəʊnt/ /θɪŋk/ /səʊ/. /ɪts/ /naɪs/.

A: beni, /duː/ /juː/ /θɪŋk/ /ˈɪŋglɪʃ/ /ɪz/ /ˈiːzi/ /ɔː/ /ˈdɪfɪk**u**lt/?

B: /aɪ/ /θɪŋk/ /ɪts/ /ˈiːzi/. /aɪ/ /lʌv/ /ˈɪŋglɪʃ/.

A: /hiːz/ /ə/ /ˈdɪlɪʤənt/ /ˈstjuːdənt/. /dəʊnt/ /juː/ /θɪŋk/ /səʊ/?

B: /jɛs/, /hiː/ /ɪz/. /hiː/ /ɪz/ ˈ/dɪlɪʤənt/ /ænd/ /smɑːt/ /tuː/.

A: /greɪt/! /aɪ/ /θɪŋk/ /ðæt/ /ɪz/ /ə/ /ˈbjuːtɪfl/ /ˌɪnvɪˈteɪʃən/ /kɑːd/. /aɪ/ /laɪk/ /ɪt/.

B: /θæŋk/ /juː/

A: /jɔː/ /picture/ /ɪz/ /ˈbjuːtɪfl/! /aɪ/ /laɪk/ /ðə/ /ˈkʌlə/

B: /θæŋks/

A: ˈ/ɛksələnt/! /ðæts/ /maɪ/ /gɜːl/!

B: /θæŋk/ /juː/ /mæm/.

A: /wɒt/ /ə/ /ˈwʌndəfʊl/ /ˈpɪkʧə/!

B: /θæŋk/ /juː/

Student 13

A: siti /duː/ /juː/ /ˌʌndəˈstænd/ /ðə/ /ˈstɔːri/?

B: /nɒt/ /ˈrɪəli/. /ʃiː/ /spiːks/ /ˈveri/ /fɑːst/.

A: /duː/ /juː/ /nəʊ/ /wɒt/ /aɪ/ /miːn/?

B: /jɛs/ /sɜː(r)/.

A: /əʊnli/ /bəʊθ/ /ɒv/ /ʌs/ /wɪl/ /kliːn/ /ðə/ /ˈklɑːsrʊm/.

B: /wɒt/? /wɒt/ /duː/ /juː/ /miːn/? /wɒt/ /əˈbaʊt/ /ði/ ˈ/ʌðə(r)z/?

A: edo /duː/ /juː/ /nəʊ/ /wɒt/ /tuː/ /duː/?

B: /sɒri/, /mæm/. /aɪ/ /doʊnt/. /seɪ/ /ðæt/ /əˈgeɪn/, /pliːz/.

A: /duː/ /juː/ ˌ/ʌndəˈstænd/ /maɪ/ /ˈkwestʃən/?

B: /nəʊ/, /mæm/. /ˈsɒri/. /seɪ/ /ðæt/ /əˈgeɪn/ /pliːz/.

A: /ɪz/ /ɪt/ /klɪə/(r)/?

B: /jes/, /mæm/. /θæŋks/.

A: /ɪts/ /səʊ/ /ˈbjuːtɪfl/.

B: /duː/ /juː/ /θɪŋk/ /səʊ/, udin? /θæŋks/.

A: /jɔː(r)/ /ˈhændˌraɪtɪŋ/ /ɪz/ /klɪər/ /ænd/ /ˈbjuːtfɪl/, /edo.

B: /θæŋks/.

A: /wɒt/ /duː/ /juː/ /θɪŋk/ /ɒv/ /ðə/ /ˈpɪkʧə/? Beni /dɪd/ /ɪt/ /wɛl/, /dɪdnt/ /hiː/?

B: /jɛs/, /hi/ː /dɪd/. /ɪt/ /ɪz/ /ˈvɛri/ /ˈbjuːtɪfl/.

A: /aɪ/ /θɪŋk/ /ðə/ /ˈnuːdl/ /ɪz/ /tuː/ /ˈsɔːlti/.

B: /aɪ/ /dəʊnt/ /θɪŋk/ /səʊ/. /ɪts/ /naɪs/.

A: beni, /duː/ /juː/ /θɪŋk/ /ˈɪŋglɪʃ/ /ɪz/ /ˈiːzi/ /ɔː/ /ˈdɪfɪk**a**lt/?

B: /aɪ/ /θɪŋk/ /ɪts/ /ˈiːzi/. /aɪ/ /lov/ /ˈɪŋglɪʃ/.

A: /hiːz/ /ə/ /ˈdɪlɪʤənt/ /ˈstjuːdənt/. /dəʊnt/ /juː/ /θɪŋk/ /səʊ?

B: /jɛs/, /hiː/ /ɪz/. /hiː/ /ɪz/ /ˈdɪlɪʤənt/ /ænd/ /smɑːt/ /tuː/.

A: /greɪt/! /aɪ/ /θɪŋk/ /ðæt/ /ɪz/ /ə/ /ˈbjuːtɪfl/ ˌ/ɪnvɪˈ-eɪʃən/ /kɑːd/. /aɪ/ /laɪk/ /ɪt/.

B: /θæŋk/ /juː/

A: /jɔː/ /picture/ /ɪz/ /ˈbjuːtəfʊl/! /aɪ/ /laɪk/ /ðə/ /ˈkʌlə/

B: /θæŋks/

A: ˈ/ɛksələnt/! /ðæts/ /maɪ/ /gɜːl/!

B: /θæŋk/ /juː/ /mæm/.

A: /wɒt/ /ə/ /ˈwʌndəfʊl/ /ˈpɪkʧə/!

B: θæŋk juː/

Appendix 3

Guidance

For Teacher:

1. What is the method that teacher use in teaching english?
2. What are the difficulties did you find in teaching english?
3. What are the difficulties that students face in understanding pronunciation?
4. Solution that teacher ususally use when students get difficulties in understanding pronunciation?
5. How students respond in teaching class?

For Students:

1. Student opinion about english!
2. Student opinion about teacher method or strategy that teacher use in teaching english!
3. Student opinion about the teacher's attention when they do mistake in pronunciation.
4. What makes students difficult in pronunciation?
5. Do students like english song?

Appendix 4

Teacher's answer for interview

1. Direct method, kadang juga dibagi perkelompok dan sebagainya.
2. Tidak adanya fasilitas yang lengkap dalam lab bahasa, sehingga siswa tidak dapat belajar secara efektif di lab bahasa tersebut. Kurangnya minat belajar bahasa inggris siswa, karena kebanyakan dari mereka takut salah.
3. Mereka masih kesulitan dalam mengucapkan kata dalam bahasa inggir karena adanya perbedaan penyebutan dan tulisan dalam bahasa inggris.
4. Mengulang- ulang kata tersebut hingga siswa terbiasa mengucapkan dan juga mengajar dengan bermain games atau bercerita.
5. Sebagian ada yang bersemangat dan sebagian lagi sulit untuk mengucapkan, ada juga yang takut mencoba.

Student's answer for interview

Student 01

1. Susah, tapi saya suka belajar bahasa inggris.
2. Biasanya dia membacakan terlebih dahulu kemudian kami mengikutinya.
3. Bapak akan mengulangi dengan pengucapan yang benar sampai kami paham.
4. Bahasa inggris susah penyebutannya.
5. Ya, saya suka.

Student 02

1. Bahasa inggris menyenangkan.
2. Bapak selalu mengucapkan terlebih dahulu dan kami mengikuti pengucapan itu.
3. Bapak selalu mengulang pengucapan kata yang belum kami pahami.
4. Pengucapannya lumayan susah.
5. Saya suka sekali mendengarkan lagu bahasa inggris.

Student 03

1. Susah.
2. Bapak mengucapkan kemudian kami mengikutinya.

3. Mengulang kembali apa yang belum bisa kami ucapkan.
4. Susah diucapkan.
5. Suka, tapi tidak mengerti.

Student 04

1. Susah sekali
2. Bapak membacakan dan kami mengulangi kata tersebut
3. Mengajarkan kembali apa yang blum bisa kami ucapkan.
4. Susah diucapkan.
5. Tidak terlalu suka.

Student 05

1. Susah, tapi menyenangkan.
2. Bapak mengajarkan cara pengucapan dan kami mengikutinya.
3. Mengulangi pengucapan yang salah.
4. Pengucapannya susah.
5. Suka, tapi jarang mendengarkan.

Student 06

1. Susah, beda ucapan dan tulisannya.
2. Diajarkan cara mengucapkan dan kami mengulangi.
3. Mengulangi apa yang blum kami pahami.
4. Susah diucapkan.
5. Suka.

Student 07

1. Menyenangkan.
2. Bapak mengajarkan cara penyebutannya dan kami mengikutinya.
3. Mengulangi pengucapan yang sulit bagi kami.
4. Susah disebutkan.
5. Suka.

Student 08

1. Susah-susah gampang.
2. Diajarkan terlebih dahulu dan kami mengikutinya.
3. Mengajarkan kembali yang sulit kami ucapkan.
4. Penyebutannya lumayan sulit.
5. Suka.

Student 09

1. Susah sekali.
2. Diajarkan cara mengucapkan dan kami mengikutinya.
3. Mengucapkan kembali yang blum dapat kami ucapkan.
4. Susah diucapkan karena berbeda tulisan dan bacaanya.
5. Suka

Student 10

1. Tidak tahu artinya.
2. Bapak mengucapkan dan kami mengikutinya.
3. Mengulangi pengucapan yang salah.
4. Susah disebutkan.
5. Tidak terlalu.

Student 11

1. Menyenagkan.
2. Diajarkan cara mengucapkan dan kami mengulangi pengucapannya.
3. Mengulang kembali pengucapan yang sulit kami ucapkan.
4. Lumayan sulit pengucapannya, apalagi pengucapan kata yang belum pernah saya dengar sebelumnya.
5. Suka sekali.

Student 12

1. Susah tapi menyenangkan.
2. Diajarkan terlebih dahulu lalu kami mengulangi pengucapannya.
3. Mengulangi pengucapan yang sulit kami ucapkan tau tidak kami ketahui cara pengucapannya.
4. Sulit diucapkan.
5. Suka sekali.

Student 13

1. Menyenangkan sekali.
2. Diajarkan cara megucapkan dan kami mengulangi pengucapan tersebut.
3. Mengulangi kaya yang blum dapat kami ucapkan.
4. Pengucapannya lumayan sulit.
5. Suka sekali.

Appendix 5

Documentation

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PALU
FAKULTAS TARBIYAH & ILMU KEGURUAN
Jl. Diponegoro No. 23 Telp. 0451-460798 Fax. 0451-460165 Palu 94221
email: humas@iainpalu.ac.id - website:www.iainpalu.ac.id

PENGAJUAN JUDUL SKRIPSI

Nama	: RISKI SAPUTRI	NIM	: 151160011
TTL	: MAMUJU, 16-10-1998	Jenis Kelamin	: Perempuan
Jurusan	: Tadris Bahasa Inggris (S1)	Semester	: 8/ genap
Alamat	: JALAN JAMUR	HP	: 082291999063
Judul	:		

✓ Judul I
Analysis error of pronouncing stress word at eight grade students of SMP Astra Makmur Jaya

○ Judul II
Improving students listening trough english song at eight grade student of SMP Astra Makmur Jaya

○ Judul III
Improving pronunciation by reading aloud at eleven grade student of SMA Negeri 6 Palu

Palu, Kamis 29 Agustus 2019
Mahasiswa,

RISKI SAPUTRI
NIM. 151160011

Telah disetujui penyusunan skripsi dengan catatan :

- find the novelty of ur Tittle.
- More references.

Pembimbing I : Dr. Hj. Nur Asmawati, M.Hum

Pembimbing II : Fitriningsih, SS, S.Pd, M.Hum

a.n. Dekan
Wakil Dekan Bidang Akademik
dan Pengembangan Kelembagaan,

Dr. HAMLAN, M.Ag.
NIP.196906061998031002

Ketua Jurusan,

Dr. Hj. NUR ASMAWATI, S.Ag., M.Hum
NIP. 197407262000032002

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALU
NOMOR : 522 TAHUN 2019

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Menimbang :
a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
5. Peraturan Menteri Agama Nomor 47 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;
6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 49/In.13/KP.07.6/01/2018 masa jabatan 2017-2021

M E M U T U S K A N

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TAREIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

KESATU : Menetapkan saudara :
1. Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
2. Fitriningsih, SS, S.Pd, M.Hum

sebagai Pembimbing I dan II bagi Mahasiswa :

Nama	:	Riski Saputri
NIM	:	15.1.16.0011
Program Studi	:	Tadris Bahasa Inggris
Judul Skripsi	:	ANALYSIS ERROR OF PRONOUNCING STRESS WORD AT EIGHT GRADE STUDENTS OF SMP ASTRA MAKMUR JAYA

KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2019

KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 5 September 2019
Dekan,

Dr. Mohamad Idhan, S.Ag.,M.Ag.
NIP. 197201262000031001

Tembusan :

INSTITUT AGAMA ISLAM NEGERI PALU
الجامعة الإسلامية الحكومية فالو
STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor :2628 /In.13/F .I/PP.00. 23 /10/2019 Palu 23 Oktober 2019
Sifat : Penting
Lamp : -
Hal : **Undangan Menghadiri Seminar Proposal Skripsi**

Kepada Yth.

1. Dr. Hj. Nur Asmawati, S.Ag., M.Hum. (Pembimbing I)
2. Fitriningsih ,S.S.,S.Pd., M.Hum. (Pembimbing II)
3. Andi Muh. Dakhlan, S.Pd.I, M.Pd (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu

Di-
Palu

Assalamu Alaikum War. Wab

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu yang akan di presentasikan oleh :

Nana : Riski Saputri
NIM : 15.1.16.0011
Jurusan/Kelas : TADRIS BAHASA INGGRIS (TBI)
Judul Skripsi : Error Analysis of English Pronounciation At Eight Grade Students of SMP Astra Makmur Jaya

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Kamis, 24 Oktober 2019
Waktu : 15.00 Wita - Selesai
Tempat : Ruang Munaqasyah Lt.2 Gedung F

Wassalam.

a.n. Dekan
Ketua Jurusan Tadris Bahasa Inggris

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP: 19740726 200003 2 002

Catatan : Undangan ini di foto copy 7 rangkap, dengan rincian:
a. 1 rangkap untuk dosen Pembimbing I (dengan proposal Skripsi).
b. 1 rangkap untuk dosen Pembimbing II (dengan proposal skripsi).
c. 1 rangkap untuk dosen Penguji (dengan proposal skripsi)
d. 1 rangkap untuk Ketua Jurusan
e. 1 rangkap untuk Subbak Umum Fakultas Tarbiyah dan Ilmu Keguruan.
f. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
g. 1 rangkap untuk ditempel pada papan pengumuman.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU
الجامعة الإسلامية الحكومية فالو
STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini Kamis, tanggal 24 bulan Oktober tahun 2019, telah dilaksanakan Ujian Proposal Skripsi :

Nama : RISKI SAPUTRI

NIM : 15.1.16.0011

Jurusan : Tadris Bahasa Inggris (TBI - 1)

Judul Skripsi : ERROR ANALYSIS OF ENGLISH PRONUNCIATION AT 8TH GRADE STUDENTS OF SMP ASTRA MAKMUR JAYA

Pembimbing : I. Dr. Hj. Ttur Asmawati, S.Ag., M.Hum.

II Fitri Dingsih, SS., S.Pd., M.Hum.

Penguji : Andi Muh. Dakhlan, S.Pd., M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	87	
2.	BAHASA & TEKNIS PENULISAN	86	fix some grammatical error.
3.	METODOLOGI	87	
4.	PENGUASAAN	88	Highlight n understand well the research ques.
5.	JUMLAH	348.	
6.	NILAI RATA-RATA	87.	

Palu, Kamis 24 2019

Mengetahui
a.n. Dekan
Ketua Jurusan TBI,

Penguji ,

INSTITUT AGAMA ISLAM NEGERI PALU
الجامعة الإسلامية الحكومية فالو
STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini kamis, tanggal 24 bulan Oktober tahun 2019, telah dilaksanakan Ujian Proposal Skripsi :

Nama : RISKI SAPUTRI

NIM : 15.1.16.0011

Jurusan : Tadris Bahasa Inggris (TBI - 1)

Judul Skripsi : ERROR ANALYSIS OF ENGLISH PRONUNCIATION AT 8TH GRADE STUDENTS OF SMP ASTRA MAKMUR JAYA

Pembimbing : I. Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
II. Fitri Ningsih, SS., S.Pd., M.Hum.

Penguji : Andi Muh. Dahlan, S.Pd., M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI		lebih ~~mensp~~ spesifik target jenis pronunciation yang ingin diteliti.
2.	BAHASA & TEKNIS PENULISAN		Cukup
3.	METODOLOGI		melengkapi rubrik yg lebih detail & terstruktur terkait kemampuan pronounc siswa yg ditarget.
4.	PENGUASAAN		Cukup
5.	JUMLAH	435	
6.	NILAI RATA-RATA	87	

Palu, kamis 24 2019

Mengetahui
a.n. Dekan
Ketua Jurusan TBI,

Penguji ,

Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini Kamis, tanggal 24 bulan Oktober tahun 2019, telah dilaksanakan Ujian Proposal Skripsi :

Nama : RISKI SAPUTRI

NIM : 15.1.16.0011

Jurusan : Tadris Bahasa Inggris (TBI - 1)

Judul Skripsi : ERROR ANALYSIS OF ENGLISH PRONUNCIATION AT 8TH GRADE STUDENTS OF SMP ASTRA MAKMUR JAYA

Pembimbing : I. Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
II. Fitri Ningsih, SS., S.Pd., M.Hum.

Penguji : Aneli Muh. Dakhlan, SPd., M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	85	
2.	BAHASA & TEKNIS PENULISAN	85	
3.	METODOLOGI	85	
4.	PENGUASAAN	85	
5.	JUMLAH	340	
6.	NILAI RATA-RATA	85	

Palu, Kamis 24 2020

Mengetahui
a.n. Dekan
Ketua Jurusan TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Penguji ,

A. M. Dakhlan
NIP. 19870527201503 1002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU
الجامعة الإسلامية الحكومية فالو
STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor : 2669 /In.13/F.I/PP.00.9/10/2019 Palu, 28 Oktober 2019
Lampiran : -
Hal : **Izin Penelitian Untuk Menyusun Skripsi**

Yth. Kepala Sekolah Menengah Pertama Astra Makmur Jaya
di
Tempat

Assalamualaikum w.w

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama	:	Riski Saputri
NIM	:	15.1.16.0011
Tempat Tanggal Lahir	:	Mamuju, 16 Oktober 1998
Semester	:	IX (Sembilan)
Program Studi	:	Tadris Bahasa Inggris
Alamat	:	Jl. Jamur
Judul Skripsi	:	ERROR ANALYSIS OF ENGLISH PRONOUNCIATION AT EIGHT GRADE STUDENTS OF SMP ASTRA MAKMUR JAYA
No. HP	:	087803373680

Dosen Pembimbing :
1. Dr. Hj. Nur Asmawati, S.Ag, M.Hum
2. Fitriningsih, S.S, S.Pd. M.Hum

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak pimpin.

Demikan, atas perkenannya diucapkan terima kasih.

Wassalam,
Dekan,

Dr. Mohamad Idhan, S.Ag., M.Ag.
NIP. 19720126 200003 1 001

Tembusan :
1. Rektor IAIN Palu;
2. Kepala Biro AUAK IAIN Palu;
3. Dosen Pembimbing;
4. Mahasiswa yang bersangkutan.

PEMERINTAH KABUPATEN PASANGKAYU
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA
SMP ASTRA MAKMUR JAYA
Alamat : Afdeling Delta PT.Letawa Desa Makmur Jaya, Kec.Tikke Raya Kabupaten Pasangkayu Sulawesi Barat.

SURAT KETERANGAN PENELITIAN
NO. 410/310/MN/SMP-AMJ/XI/2019

Yang bertanda tangan di bawah ini Kepala SMP Astra Makmur Jaya menerangkan bahwa :

Nama : Riski Saputri

NIM : 15.1.16.0011

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris

Adalah benar telah melakukan penelitian pada tanggal 30 Oktober s.d. 20 November 2019 di SMP Astra Makmur Jaya dalam rangka penulisan skripsinya yang berjudul :

" ERROR ANALYSIS OF ENGLISH PRONUNCIATION AT EIGHT GRADE STUDENTS OF SMP ASTRA MAKMUR JAYA"

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Makmur Jaya, 20 November 2019
Kepala SMP Astra Makmur Jaya

Abd Majid. S. Pd.I
NPK. 1110921

FOTO 3 X 4

KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU

NAMA	: Rizki saputri
NIM.	: 15.1.16.0011
JURUSAN	: Tadris Bahasa Inggris

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Jumat 20 Juli 2018	Sukrianto	Nilai-nilai pendekatan Humanistik terhadap Peningkatan Motivasi belajar Peserta didik di Studi Pembelajaran PAI di SMPN 3 Palu.	1. Drs. Syakril, M.A 2. Dr. Susharib, M.Pd.	
2	Jumat 20 Juli 2018	Arifin	Nilai-nilai pendidikan Islam yang terkandung dalam tradisi Monoati suku Gorontalo di desa Pusungi Kecamatan Ampana Tete kabupaten Tojo Una-Una.	1. Drs. Gunawan. B Lakaminu M.Pd. 2. Salahudin SAg. M.Ag	
3	Jumat 20 Juli 2018	Putri Dayana	Penerapan Metode Think pair square untuk meningkatkan hasil belajar peserta didik pada Mata pelajaran Pai di SMPN 4 Palu	1. Dr. Rustina S.Ag 2. Salahudin S.Ag	
4	Jumat 20 Juli 2018	Siti Rahmawati	Studi terhadap kemampuan baca Al-qur'an pada Peserta didik di Madrasah Aliyah Alkhairaat Donggulu Kec. Kasimbar	1. Drs. H.M. Hasan M.Pd.I 2. Kasmiati S.Ag, M.Pd.I	
5	Jumat 20 Juli 2018	Muh. Risal	Perelakatan perangainan anak yang kurang berprestasi pada mata pelajaran PAI dalam keluarga di desa Kalukubanggo Kec. Banawa kab. Donggala	1. Drs. Baharlar M.Hi 2. Rusdin S.Ag. M.Pd.	
6	Senin 23 Juli 2018	Ramli	Pengelolaan Tenaga pendidikan dalam SMK Negeri 3 Palu.	1. Dra. Jihan S.Ag, M.Ag 2. Hamka S.Ag, M.Ag	
7	Rabu 25 Juli 2018	Nasrun	Implementasi manajemen berbasis Sekolah dalam meningkatkan proses pembelajaran di MTs Al-khairiat Sungka.	1. Dr. Susmanto M.Pd 2. Dr. Rusdin S.S. M.Pd.	
8	Kamis 26 Juli 2018	Sulfianti	Upaya Meningkatkan penggunaan Tarkib washfi oleh peserta didik melalui penggunaan Media kartu dalam pembelajaran bahasa Arab di MTs DDI Tosale.	1. Drs. H.M. Hasan. M.Pd.I 2. Muh. Nur Asmawi S.Ag, M.Pd	
9	Rabu 13 februari 2019	Marrani	Improving Students' Speaking skill Throught Role Play CA class Room action Research for the eight Grade students of SMP Negeri 9 Palu).	1. Dr. Hj. Nur Asmawati S.Ag, M.Hum 2. Dr. Abdul Gafur Marzuki, M.Pd	
10	Senin 27 Mei 2019	Ulul Azmi	Comperative Analysis On The Use of Code-Mixing for Islamic Banking and islamic students in IAIN PALU	1. Dr. Hj. Nur Asmawati S.Ag, M.Hum 2.	

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi

BUKU KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI

Photo
2 X 3

NAMA : Riski Saputri
NIM: 15.1.16.0011
JURUSAN : Tadris Bahasa Inggris
PEMBIMBING : I. Dr. Hj. Nur Asmawati, S.Ag, M.Hum.
II. Fitriyngsih, S.S. S.Pd, M.Hum
ALAMAT : Jl. Jamur, Lrg. III
NO. HP : 0878 0337 3680

JUDUL SKRIPSI

ERROR ANALYSIS OF ENGLISH PRONUNCIATION AT 8th GRADE STUDENTS OF SMP ASTRA MAKMUR JAYA

JURNAL KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI

Nama : RISKI SAPUTRI
NIM: 15.1.16.0011
Jurusan.Prodi. : Tadris Bahasa Inggris
Judul Skripsi : Error Analysis Of English Pronunciation At Eigh Grade Student Of SMP Astra Makmur Jaya
Pembimbing I : Dr. Hj. Nur Asmawati, S. Ag., M. Hum.
Pembimbing II : Fitriningsih, S.S., Spd., M. Hum.

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.	Senin 09 September 2019	1.	Cari 5 Jurnal dan 5 artikel baca dan Pahami kemudian kirim ke Ibu lewat Watsapp. Dari 5 Jurnal dan 5 artikel tentang error analysis Pronunciation tersebut dijadikan referensi.	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
2.	Selasa 17 Sept 2019	I	Find the fact that support about the EFL Student difficulties in Pronouncing English word. Make Significance Of the researcher. Perhatikan format Penulisan Proposal.	
		II	Cari Theoritical Frame wor tentang Pronunciation.	
3.	Senin 23 Sept 2019		Judul yang lebih tepat bagus nya "Error analysis of ~~Pron~~ English pronunciation ..." (Ganti Judul).	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
4.	Senin ~~26~~ 30 Sept 2019	I	Problem statement : 1. What kinds of errors made by the eigth grade Students of smp Astra Makmur Jaya in Pronaucing english words ? 2. What are the causes of error in pronouncing English words by the eight grade students of SMP Astra Makmur Jaya?	
5.	Rabu 02 Sept 2019	II	Cari text booknya merdeka untuk digunakan sebagai test. Dalam analysis Data gunakan : - Tabel checklist - Rumus untuk mencari Persentase frequensinya.	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
6.	Jumat 04 Oktober 2019		Try To pronounce the word correcly. learn more about how to pronounce the word.	
7.	Kamis 03 oktober 2019		Buat Previous study min. 3.	
8.	Senin 14 oktober 2019		Perbaiki Aturan penulisan sesuaikan dengan buku pedoman karya Tulis Ilmiah IAIN Palu.	
9.	~~to~~ Kamis 17 Oktober 2019		~~kea~~ kuasai materi dengan ~~tetir~~ baik	

Buku Konsultasi Pembimbingan Skripsi

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
10.	04/08/2020	IV	Perbaiki Margin Abstrak Lengkapi List Of table dan lampiran - lampiran Rumus N = jumlah kesalahan vowel F = jumlah kesalahan setiap vowel	
11.	03/09/2020	IV	Tambahkan Cause of error. Rekomendasikan bahwa untuk bisa menghasilkan Pronounciation yang baik dan benar dalam bahasa inggris Guru harus memberikan pemahaman dan memberi informasi bahwa ada phonology system yg beda antara bahasa inggris & indonesia.	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
12.	07-09-2020		Buat list of table dan lengkapi semua lampiran. Konsisten dalam layouting numbering.	
13.	10-09-2020		Perbaiki Grammar dan penggunaan tenses. Consisten in using Athors and Researcher.	
14.	18-09-2020		Sesuaikan ~~d~~ pengetikan dengan ~~Pemu~~ pedoman karya tulis Ilmiah dan Perhatikan secara detail pengetikan.	

Laporan Penyelesaian Bimbingan dari Dosen Pembimbing:

Yth. Ketua Jurusan Tadris Bhs Inggris
Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
IAIN Palu

Yang bertanda tangan di bawah ini:

1. Nama : Dr. Hj. Mus Asmawati, S.Ag., M.Hum.
   NIP : 197407262000032002
   Pangkat/Golongan :
   Jabatan Akademik :
   Sebagai : Pembimbing I

2. Nama : Fitriningsih, SS., S.Pd., M.Hum.
   NIP : 198506222015032002
   Pangkat/Golongan :
   Jabatan Akademik :
   Sebagai : Pembimbing II

Melaporkan bahwa penyusunan skripsi oleh mahasiswa:

Nama : RISKI SAPUTRI
NIM : 15.1.16.0011
Jurusan : Tadris Bahasa Inggris
Judul : Error Analysis of English Pronunciation at 8th Grade Students of SMP Astra Mekmur Jaya

Telah selesai dibimbing dan siap untuk diujikan dihadapan sidang ujian munaqasyah skripsi.

Pembimbing I

Dr. Hj. Mus Asmawati, S.Ag., M.Hum.
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CURRICULUM VITAE

A. Researcher identity

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Name	: Hamsan
Religion	: Islam
Education	: Junior High School

Work : Farmer

Addres : Tikke

Mother

Name : Murniati

Religion : Islam

Education : Elementary School

Work : House Wife

Addres : Tikke

B. Education details

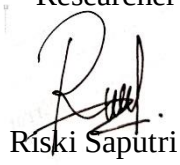
a. SD/MI, Graduated year : SDN 01 Rio Pakava, 2009.

b. SMP/M.Ts., Graduated year : SMP Astra Makmur Jaya, 2012.

c. SMA/MA, Graduated year : SMA Negeri 1 Kalukku, 2015.

Palu, 21 September 2020

Researcher



Riski Saputri